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ABSTRACT

This Handbook is divided into five main sections. Section one provides general information, including the Library and Information Science (LIS) calendar for 1998-99; LIS administration; programs sponsored by the LIS Department; facilities and resources; campus facilities and resources; student support/services; other student facilities; communication; essential LIS and university policies and procedures; programmatic information relevant to all LIS students; opportunities for publication; and commencement. Section two deals with the MLIS programs, and includes information on cooperative degree programs; courses and course options; faculty counselor/faculty advisor; specialization areas, core courses, specializations and focus areas; the thesis option (Plan 1); the comprehensive examination (Plan 2); the portfolio assessment (Plan 2); and disqualifications and appeal of disqualification. Section three focuses on the post MLS Certificate of Specialization. Section four outlines the Doctoral Program, including a general description; goals and objectives; stages in the doctoral program; academic residence and time-to-degree requirements; overview of administrative roles; course work and the written qualifying exam (Stage 1); Oral qualifying exam (defense of dissertation proposal) (Stage 2); dissertation and oral defense (Stage 3); yearly formal evaluations; disqualification and appeal of disqualification; and Ph.D. checklist and timetable. Section five provides information on the California Library Media Teacher Credential. Grading policy and procedure and a list of graduate methods courses offered by other UCLA departments are appended. (AEF)

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DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

STUDENT HANDBOOK

1998-1999

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STUDENT HANDBOOK

1998-99

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Graduate School of Education and Information Studies
University of California, Los Angeles

PREFACE

This Student Handbook has been prepared to provide a readily available summary of information from a variety of sources. For more information consult:

The School's Announcement. Provides descriptions of academic programs and courses offered; includes faculty profiles. Available in the Student Services Center.

UCLA General Catalog. Annual. Provides overview of Graduate Division policies; includes descriptions of academic programs in UCLA departments and schools and courses offered. Available for purchase from ASUCLA student stores; reference copies available in the Lab and Student Services.

UCLA Graduate Adviser's Manual. Annual. Provides details of policies and procedures applicable to graduate students. Reference copies available from Student Services.

LIS Administrative Manual. Updated periodically. Includes LIS policies. Reference copies available from Student Services and Faculty.

UCLA Schedule of Classes. Quarterly. Lists deadlines for payment of fees, enrollment in classes, submission of University petitions; lists days, times, rooms of courses offered and any restrictions on enrollment. Available for purchase from ASUCLA student stores; reference copies available in the Lab and Student Services Center.

Standards and Procedures for Graduate Study at UCLA. Contains policies applicable to graduate students. Available from Student Services.

Program Requirements for UCLA Graduate Degrees. Provides official description of graduate degree programs. Available from Student Services.

Regulations for Thesis and Dissertation Preparation. Available from the Thesis and Dissertation Advisor (330 Powell Library) or from Student and Academic Affairs Office (Graduate Division in Murphy Hall, Room 1255).

UCLA Faculty Handbook, Supplement A, Policies and Procedures (1987). "The Faculty Code of Conduct as Approved by the Assembly of the Academic Senate" (Code of Professional Rights, Responsibilities, and Conduct of University Faculty, and University Disciplinary Procedures). Available in the Administrative Office (Moore Hall, Room 2327).

Graduate Student Support for Entering Students and Graduate Student Support for Continuing Students. Published by the Academic Support and Information Service Section of the Graduate Division and available in the Graduate Student Support Office or in the Student Services area. Mailed to all continuing students in the Fall Quarter.

Policies and Procedures for Academic Apprentice Personnel. Published by the Graduate Division, available in the Administrative Office (Room 254).

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SECTION 1. GENERAL INFORMATION

1.1 LIS CALENDAR, 1998-99

In general, the Department's calendar is determined by that of the University. Holidays, the beginning and ending dates for each quarter, and administrative deadlines for the University may be found in the UCLA General Catalog and the Schedule of Classes. Beyond those dates, however, there are some specifically applicable to the School:

1. The hours from 3-5 pm on Thursday have been set aside, free from scheduled classes, to permit the scheduling of formal and informal meetings. These include general convocations (meetings of the entire Department, its students, faculty, and staff), colloquia at which distinguished persons are invited to speak, meetings of the LIS Students' Association, etc.

2. Usually the first and third Tuesdays of each month from 1:00 to 3:00 pm are reserved for the monthly meeting of the Executive Committee of the faculty. Check the Bulletin calendar for specific dates.

3. MLIS Students intending to graduate in 1998/99 should be aware of the following deadlines:

Quarter	Advancement to Candidacy Petitions due	Intention to Present Portfolio Date	Portfolio Due Date	Date of Portfolio Presentations
Fall	16 October 1998	8 May 1998	16 October 1998	19 November 1998
Winter	22 January 1999	13 November 1998	22 January 1999	28 February 1999
Spring	16 April 1999	12 February 1999	16 April 1999	All Fridays in May 1999
Summer	9 July 1999	N/A	N/A	N/A

1.2 LIS ADMINISTRATION

1.2.1 Administrative Structure

The LIS administrative structure includes a Dean of the School and a Chair of the Department of Library and Information Science. Harold Levine is the Interim Dean of GSE&IS and Michèle V. Cloonan is the Chair of the Department of Library and Information Science.

1.2.2 The Faculty of the Department

The Faculty of the Department is charged with the governance of the Department, subject to the rules and coordinating power of the Graduate Council of the Los Angeles Division of the Academic Senate concerning graduate study, higher degrees, and the conduct of classes.

1.2.2.1 Committees of the Department

The Faculty governs the Department by means of a set of advisory committees. Although three of those committees (the Executive, Professional Programs, Admissions, Awards, and Recruitment Committees) are limited to faculty, all of the others may include student members.

1.2.2.2 Executive Committee

Responsibilities: Governing body of the department. All Academic Senate members are committee members. Emeriti faculty are members; voting privileges are determined by Academic Senate Bylaw 55. Department Chair is chair of the committee

1.2.2.3 Professional Programs Committee (PPC)

This committee oversees the MLIS courses and degrees in a manner parallel to the Doctoral Programs Committee. It has two chairs.

Responsibilities: MLIS (full-time/daytime degree program). One person will chair this component of the committee with is parallel to the former Programs and Courses Committee, overseeing the MLIS curriculum as a whole.

Alternative programs. One person will chair this component of the committee which will oversee all other forms of offering professional courses, whether for the MLIS degree, certificates, or individual courses. Current emphasis is on developing an MLIS executive program with one or more specializations, offering courses targeted for concurrent enrollment that are also open to full-time/daytime students, and continuing education.

Portfolio Presentations. Responsibility for the portfolio now lies with this committee.

1.2.2.4 Admissions, Awards, and Recruitment Committee (AARC)

This committee combines the responsibilities of the former Admissions Committee and the Awards Committee, and make explicit the responsibility for recruitment. Merging these responsibilities will result in one committee reviewing application files rather than three committees, as in the past.

Responsibilities: The committee will screen admissions and awards files for all degree programs and work with the Office of Student Services on recruitment. Oversees other awards such as Oxford Internship.

1.2.2.5 Doctoral Programs Committee (DPC)

Responsibilities: The committee is responsible for overseeing the policies and procedures related to the PhD program and makes changes as appropriate; reviews PhD course offerings and make recommendations for change; oversees progress of each student; oversees Written Qualifying Examination. (See Section 4.6 for greater detail.)

1.2.2.6 Instructional Services Committee (ISC)

Responsibilities: Sets policies and oversees procedures for instructional services; advises on the budget for the Instructional Laboratory; coordinates policies with GSE&IS Educational Technology Unit and the Technology Policy Committee.

1.2.3 The Students' Association

The Students' Association is an official and independent organization of all students enrolled in courses offered by the Department. The Department makes every effort to advise, assist, and furnish supplies, equipment and space to the Students' Association, but does not interfere with its independence. The Association does, of course, fall under the University regulations, which govern the conduct of all student organizations, and the Chair is the official faculty sponsor. The Association is governed by the Student Governing Board (SGB), whose members are elected by the LIS student body. Members on SGB for 1998-99 are: Michael George, Debi Hoffman, Frank Hoppe, Lori Rosen, Beverly Rubin-Goldrup, Suzanne Stauffer, and Sue White. Entering students have the opportunity to elect SGB representatives in Fall Quarter.

1.2.3.1 Student Committees on Faculty Evaluations

University policy requires that the opinion of students be sought on teaching and the instructional program. Therefore, at the end of each quarter the Department urges every student to submit an evaluation of teaching effectiveness and course quality for each course completed. The primary purpose of the evaluations is to assist instructors in the improvement of their teaching and of the Department's courses, and the reviews of faculty performance (i.e., for merit increases or promotions).

1.2.3.2 Other Committees

The Student Governing Board establishes committees as necessary for carrying out its own objectives.

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1.2.4 The Advisory Council

The Advisory Council serves as a means of advice and communication between the School and the external community. It helps interpret the Department's problems to the profession, and advises the Department on the qualifications and number of personnel needed in California.

1.3 PROGRAMS SPONSORED BY THE SCHOOL

1.3.1 The Continuing Education Program

The Continuing Education Program offers professional development opportunities for practicing librarians and information specialists at every level, from new graduates to top managers. The Program includes institutes, workshops, conferences, extension courses (including regular session courses made available through what is called "concurrent enrollment"), public lectures, publications, and summer session courses. The objective is to provide the means by which the practicing professional can maintain his or her knowledge of the changes in the profession.

1.3.2 The Undergraduate Service Program

LIS 110 provides a systematic approach to information resources and libraries for undergraduate students. Courses LIS 111A-111D, "Ethnic Groups and Their Bibliographies," are designed to provide students with interests in ethnic groups--Native Americans, African-Americans, Latino, and Asian-Americans--with an understanding of bibliographic resources so that they can explore their own or other's ethnic heritage. With the permission of the instructor and the faculty advisor, LIS students can enroll in 111 courses for degree credit, providing assignments are tailored to the graduate level.

1.3.3 The Colloquium Program

The Department's program of colloquia and lectures by publishers, librarians, information scientists, etc. serves not only the students of the Department and its faculty, but the practicing professionals of the area as well.

The colloquia series includes the Samuel Lazerow Lecture.

1.3.4 Extracurricular Programs

The Department, often in cooperation with professional community groups, encourages informal activities to complement the student's formal curricular education. These informal programs include student chapters of state and national professional associations, such as the American Library Association (ALA) and Special Libraries Association (SLA).

The UCLA/LIS Librarians' Mentor Program is designed to make first-year library school students feel welcome at UCLA and to serve as a resource for professional activities and organizations. The mentor librarians, who are paired with students with similar interests, serve as contacts, friends, and advisors throughout the students' library school years. Participation in the Mentor Program both by students and librarians is voluntary with the hope that the time spent and activities shared will build mutually beneficial relationships. Further information is provided in Fall Quarter.

REFORMA/UCLA Mentor Program
The purpose of the REFORMA/UCLA Mentor Program, launched in 1985, is to train REFORMA members to become mentors and role models for potential library school candidates, and to increase the number of Latinos and bilingual/bicultural students in the School.

Working together, REFORMA and LIS hope to encourage bilingual/ bicultural librarians to prepare for careers in the provision of library services to the Latino community.

California Librarians Black Caucus/LIS Mentor Program

In 1990, the California Librarians Black Caucus (CLBC)--Greater Los Angeles and LIS formed a partnership to encourage African Americans to enter the field of library/information science. The program involves the recruitment and mentoring of African American students who wish to pursue the MLS degree at UCLA.

You may request mentor brochures and applications from the Office of Student Services, 1009 Moore Hall.

1.4 LIS FACILITIES AND RESOURCES

1.4.1 The MultiMedia and Information Technology (MIT) Laboratory

The MIT Laboratory, commonly referred to as "The Lab", houses a small print and audiovisual collection supporting the LIS curriculum and the School's instructional computing facilities. Job notices for students and professionals are also available in binders. Laboratory collections are exclusively for the use of LIS students and faculty. Materials include books, periodicals, annual reports and directories, audiovisual materials, computer software, and documentation that support the LIS curriculum. Many printed items and serials are duplicated in other libraries on campus. Only books from the Frances Clarke Sayers Collection of Children's Literature circulate. Students should reshelve materials when they have finished using them. A Xerox machine is available in the Laboratory, however, students must purchase a copy card from the University Research Library.

1.4.2 The First Amendment Information Resources (FAIR) Collection

Located in the MIT Lab, the FAIR collection is a small special collection emphasizing ephemeral resources on First Amendment legislative and judicial activities and intellectual freedom concerns. Its goal is to serve the students and faculty of the School, the campus, and the public. FAIR's goals include relevant materials at UCLA and the community.

1.4.3 The Frances Clarke Sayers Collection of Children's Literature

The children's collection is divided into several categories: Picture Books, Fiction, and Nonfiction. Nonfiction books are classified according to the Abridged Dewey Decimal Classification. The Children's Collection is located in Room 245. For assistance getting into Room 245, see any member of the MIT Laboratory staff. Books from the children's collection must be checked out at the MIT Laboratory Information Desk.

1.4.4 Instructional Computing Facilities

The Lab houses computer equipment, software, CD-ROM discs and documentation that are used for course assignments as well as for individual projects (not including word processing). A local area network of WINDOWS NT workstations provides access to various software programs as well as to a number of online systems, bibliographic utilities, and Internet resources. A separate network of Apple Macintosh computers also provides access to external resources. CD-ROM workstations are also available. Documentation to support the catalogs, utilities, CD-ROM and online databases, and microcomputer software is shelved in the North end of the Laboratory. All LIS students are encouraged to use the resources of the Laboratory, subject to rules listed in section 1.4.6.

1.4.5 Laboratory Rules

- There is **no smoking** in the Laboratory.
- There is to be **no food or beverages** in the Laboratory.
- **Each student is responsible for shelving materials** after use.
- **Unauthorized duplication of diskettes or documentation is prohibited.**
- Software packages are to be used only within the Laboratory, and all Laboratory users must adhere to all copyright and license agreements.
- **Equipment may not be used for word processing.**

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- Word processing is available in Room 118 and Moore 3120. College Library Computing in Powell Library Building is on a drop-in basis. There are 100 workstations. Word processing is available on both MACs and PC's. Students need current Bruin Online accounts. There is a fee for printing.
- Students may **reserve equipment for one two-hour time period each day** by signing up in the Systems Laboratory Sign-up Book. If the individual reserving the equipment does not appear within a ten-minute grace period, the machine reverts to open use.
- Any machine not reserved or in use may be used on a drop-in basis.
- If you have not reserved equipment, **please sign-in when you are using a machine.**
- Your signature or initials constitute agreement to abide by software use restrictions.
- **Check out items** from Laboratory collections which *do* circulate (see above) at the Laboratory Information Desk.

1.4.6 LIS Student Computer Accounts

LIS student computer accounts are automatically created for all new students, whether doctoral or master's. It is not necessary to request or apply for one.

1.4.7 LIS Student Computer Accounts

All student accounts are normally set to expire at the end of the Summer term. After that date, accounts that have not been renewed will be inaccessible.

1.4.8 Password Length and Expiration Period

Student account passwords must be at least 5 characters. Passwords expire every 90 days. If you should forget your password, see the Digital Resources Librarian or Director, MIT Lab during consulting hours, or call for an appointment at (310) 825-5210.

1.4.9 Disk Storage Limitations

The School supplies password protected personal storage for each enrolled student on the LIS network file server. However, the Department's disk space is limited. Consequently, students are encouraged to store personal files on diskettes. Although temporary storage space is available on the C: drives of the Pentium computers, or on the hard drives of the Apple Macintosh computers, students are strongly *discouraged* from storing files in the temporary locations due to lack of personal security. If absolutely necessary, files may be stored temporarily in the C:\TEMP directory on the Pentiums, or the Temporary folder on the Macintosh computers. All files stored in these locations are not password protected, and therefore, can be assessed by other students at any time; and may be deleted as necessary by Lab staff. *Further, any files stored in any other directory or folder may be deleted at any time.*

1.4.10 Student File Clean-up

Quarterly, after the Fall, Winter, Spring and final Summer terms, LIS Laboratory staff perform a student file clean-up. During a file clean-up, all student data files stored in personal accounts and in the temporary directories or folders are deleted. (Configuration files are excepted.) If you want to save any files stored in your LIS account after a term ends, please copy them to a diskette before the next clean-up. Any member of the LIS Laboratory staff can help you do this. This policy applies to all student accounts regardless of whether the account has been renewed. File clean-ups will occur on the following dates:

Fall:	December 31
Winter:	March 31
Spring:	June 30
Summer:	September 20

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1.5 CAMPUS FACILITIES AND RESOURCES

1.5.1 The UCLA Library System

The University Library on the Los Angeles campus consists of the University Research Library, the College Library, and a number of specialized libraries. Its collections contain over six million volumes and extensive holdings of government publications, pamphlets, manuscripts, maps, microtext editions, music scores, recordings, and slides. Of the University Library's holdings, many titles relate to the instructional and research programs of the Department; circulating copies of many of the items in the non-circulating Lab collection may be located in campus libraries. Several of the 85,000 serial publications currently held by the Library System are directly related to the programs of the Department. For complete information concerning the University Library System and its use, consult the free UCLA Library Guide.

1.5.2 ERIC Clearinghouse

UCLA maintains the ERIC Clearinghouse for Junior Colleges. Of special value is the depository collection of microfiche copies of all publications referenced in RIE (Resources in Education, the abstracting journal published by the National Institute of Education). These include reports of special importance to librarianship and information science.

1.5.3 The Instructional Media Laboratory

Located in PLB 270, the IML is a facility for viewing videotapes and other audiovisual materials. The collection includes several microcomputer and word processing training tapes. Instructors may place videotapes on reserve in this area.

1.5.4 The UCLA Office of Academic Computing

The UCLA Office of Academic Computing (OAC) offers access to a large, general purpose, IBM mainframe computer and an extensive collection of software for class work, individual academic research projects, and electronic mail. Access to the mainframe is available in terminal rooms at various locations around campus, as well as in the LIS Laboratory. Students may apply for personal accounts on the mainframe at 4302 MSA (Math Sciences Addition). The Microcomputer Support Office, located in 2035B AGSM provides access to a variety of hardware and software which can be used for evaluation by students prior to purchasing their own equipment, as well as special equipment for disabled persons, and an extensive collection of training tapes and tutorials. *However, students may not use the Microcomputer Support Office for personal projects.* For information about hours or services available at the Microcomputer Support Office, call (310) 825-7408.

1.5.5 The Humanities Computing Lab

Humanities Computing operates microcomputer laboratories in Powell and Haines for Humanities students. To use the labs, students must purchase an ID each quarter for $15. Bring a photo ID, registration card to apply. Users need to bring their own 3.5" (double sided, double density) diskette to save their work. Diskettes can be purchased at ASUCLA campus bookstores. A limited number of IDs are sold to non-Humanities students each quarter so it is a good idea to apply early. For information on laboratory locations, hours, and application procedures, call (310) 206-5630.

1.5.6 ASUCLA Computer Store

Students interested in purchasing computer hardware and software should explore the ASUCLA Computer Store on the B Level of Ackerman Union. The University has negotiated some very favorable site licenses and purchase agreements which are available to students.

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1.6 STUDENT SUPPORT/SERVICES

1.6.1 Financial Support

1.6.1.1 UCLA Financial Aid (Need-based awards)

Graduate students may apply for financial aid based on need from the Financial Aid Office (FAO), Room A129 Murphy Hall. Depending on the FAO's assessment of your budget and financial statement, FAO will typically award a combination of work/study and loan. While the Financial Aid Office will accept applications throughout the year, priority is given to those applications filed by announced deadlines. In the past, enrolled students seeking financial aid for the next academic year must file in late February or early March. Students should check with the FAO to verify deadlines for priority filing. Continuing students are usually notified of the action taken on their applications in mid-August.

1.6.1.2 UCLA Merit-Based Awards

UCLA provides support for its graduate students through awards based on merit. Continuing graduate students should complete the "Fellowship and Assistantship Application for Continuing Students" by the campus-wide deadline if they wish to be considered for UCLA's restricted and unrestricted merit-based awards. The application is mailed as part of a booklet, "Graduate Student Support," to all enrolled students in the Fall Quarter. Detailed information for submission of applications is provided in the Bulletin.

The LIS Admissions, Awards, and Recruitment Committee ranks any applicants for restricted awards, then forwards those rankings to the Graduate Division for final selection. The Committee reviews applications for unrestricted fellowships and non-resident tuition waivers and makes awards in the Spring Quarter. Awards are usually for one academic year.

1.6.1.3 Other LIS Awards

The Department also makes a variety of other awards, such as Department of Education Library Career Training Grants and the Library Staff Association Scholarship. The Admissions, Awards, and Recruitment Committee announces their availability in the Bulletin throughout the academic year. Notices of awards and scholarships received by the Department are filed in the green binder, "Awards/Scholarships," kept in the Lab. A duplicate copy is available from the Student Affairs Officer.

1.6.1.4 Extramural Awards

Generally, LIS announces awards from professional organizations, such as those provided by the American Library Association, in the Bulletin. Award announcements are filed in the green binder. Such awards are also listed in the Financial Assistance for Library Education Handbook, a copy of which is available in the Office of Student Services. In addition, students may wish to check resource materials in the Graduate Student Support Office (Murphy Hall 1228) for listings of extramural awards for which they may qualify as well as a summary of extramural awards listed in the publication UCLA Graduate and Postdoctoral Extramural Support, available in the Student Services area in the Commons.

1.6.1.5 Apprentice Positions

The University identifies Teaching Assistantships, Graduate Student Researcher, and Readerships as "Apprentice Positions," with the view that they provide opportunities to learn by doing under the tutelage of faculty members.

Teaching Assistantships are available in several courses. While they are actually working as Teaching Assistants, students enroll in LIS 375, Teaching Apprentice Practicum, which carries from 1 to 4 units of credit; while the credit for 375 does not count toward the degree, it does count toward the minimum number of units needed for "full-time status".

Faculty advertise for research assistantship positions in the Bulletin and on the listservs.

Assistantships provide an excellent means to become involved with the teaching and research conducted by LIS faculty; in addition, the pay rate is one of the highest for student workers, approximately $12-14 per hour. Academic apprentice personnel may be eligible for fee remission/health insurance benefits. General eligibility requirements are as follows. For a complete set of requirements, consult the GSE&IS Administrative Office.

General eligibility requirements to hold an apprentice personnel appointment and receive fee remission/health insurance benefits are:

- have a cumulative GPA of at least 3.0 for all course work taken during the student's period of graduate study at UCLA.

- register no later than the third week of instruction and remain registered for the entire quarter.

- enroll no later than the third week of instruction in at least 8 units and remain enrolled for the entire quarter. (For eligibility for GSR remission, enrollment in 12 units is required.)

- be appointed (and work) at least 25% time for the entire quarter.

1.6.1.6 Other Work Possibilities

The UCLA Library is an excellent source of part-time jobs. Students may submit applications to the Personnel Office, first floor University Research Library, between the hours of 9-11 am and 2-4 pm. Students must produce a current registration card and ID. Part-time positions are also posted in the UCLA Placement and Career Planning Center; registration card and ID are required to enter the placement area.

Another reliable source of job listings is the red binder located in the Lab, which includes student and paraprofessional positions, both full- and part-time. The binder uses a simple numbering system; each job's number is located in the lower right-hand corner of the page, and the most recent postings are filed on top. Generally, jobs in the red binder are kept for three months. Students looking for jobs should also check "Student Job Alerts" in the *Bulletin* menu of the LIS local area network.

Student positions are advertised in only the first four issues of the Bulletin. After that, only LIS (including LIS Lab Student Staff) and LAUC positions will appear. Students looking for jobs must then consult the red binder on a regular basis. A duplicate copy of the red binder is available from the Student Affairs Officer.

1.6.1.7 Emergency Loan Funds

The School has available to its students the Harriet G. Eddy Emergency Loan fund, which has been set up to meet pressing unexpected needs of students, usually for no more than $350-$500. Loans can be made immediately from it, but are expected to be repaid within 90 days. Students may request emergency loan assistance by submitting a letter to the Chair indicating how much money is desired, the reason the loan is being requested, and when the loan will be repaid.

Short-term, interest-free emergency loans are available from Student Loan Services, A-227 Murphy Hall. A loan of $100 is available immediately; students must repay within five weeks. Students who can provide a letter verifying employment can borrow up to $250; students must pay back within two paychecks. Students who are waiting for financial aid (grant or loan) may negotiate higher amounts, typically for payment of registration fees.

1.6.2 International Students

The Office of International Students and Scholars (OISS), located in Room 106, Bradley Center, provides international students with information about immigration, employment and other regulations affecting their status, and financial aid.

1.6.3 Student Psychological Services

Student Psychological Services (SPS) is a multi-disciplinary mental health center, offering individual and group counseling and psychotherapy. Typical subjects for groups are assertiveness training, procrastination, and stress management. Any registered UCLA student is eligible for these services at no charge. Appointments may be made by calling either the South Campus Office (A3-062 Center for the Health Sciences) at 825-7985, or the Mid-Campus Office (4223 Math Sciences Building) at 825-0768 from 8am-5pm, Monday through Friday. Emergency appointments are possible. After-hours help is available from the Helpline, 825-HELP.

1.6.4 Student Legal Services

Students may seek legal assistance from Student Legal Services in 70 Dodd Hall or by calling 825-9894. Although Student Legal Services does not represent students in court, it does offer a variety of counseling services, including assistance or advice on automobile accidents and landlord-tenant relationships.

1.6.5 Professional Placement Services to Graduates

The Student Affairs Officer files all professional position postings received into *three* binders located in the Lab. Position offerings for California are filed in a *yellow* binder; librarian postings from all other states are filed in a *blue* binder, and faculty (teaching) positions are filed in a *pink* binder. The binders use a simple numbering system, with each job's number located in the lower right-hand corner of the page. The letter "C" preceding the number denotes California postings, the letter "F" denotes faculty/teaching positions, and the letter "P" denotes out-of-state professional postings. The most recent job posting is filed on top. Extra application forms sent by employers are filed at the front of the binders. Any missing numbers (postings) should be reported to the Student Affairs Officer. A duplicate copy of the professional posting binders may be requested from the Student Affairs Officer.

Students also have online access to professional positions posted to various bulletin boards and list servers, available in the *Bulletin* menu of the LIS local network.

LIS has actively marketed its graduates by distributing placement profile booklets to leading employers. Graduating students prepared profiles using a database application on the LIS network. Reference copies of the booklets are available in the Office of Student Services. Additional placement support services are announced throughout the year in the Bulletin.

1.7 OTHER STUDENT FACILITIES

1.7.1 LIS Commons

For the convenience of students, the LIS Commons is available on the 1st floor for meeting, reading, and eating when the building is open.

1.7.2 Lockers

Students may request UCLA locker assignments from the Campus Activities Services Office, Room 12, Royce Hall. Lockers are also available for rent in the University Research Library (URL) beginning the first day of instruction of the quarter. To obtain a locker, present your registration card and photo ID at the Cashier's Window in URL. Charges: $6.00/1 quarter, $9.00/academic year, $12.00/fiscal year.

1.7.3 PhD Office and Keys

PhD students may request keys to the PhD desks from the Administrative Office (Room 254).

1.7.4 Office of Student Services

The most commonly used LIS and University forms are available in the Office of Student Services, 1009 Moore Hall. Students should seek assistance from the Student Affairs Officer if they do not understand which form to use or cannot locate a needed form.

The file cabinets in the Student Commons house awards applications, internship files, information circular files, and applications/information regarding major professional organizations and employers.

1.7.5 Photocopying Services

The closest photocopying machines are available in the Lab and in the University Research Library. Debit cards for the machines can be purchased at Library Photographic Services, PLB 34 and at debit card vending machines in URL and other campus libraries. The Associated Students of UCLA (ASUCLA) offers a photocopying service in Kerkhoff Hall.

1.7.6 Security

The Campus Escort Service is available from dusk until 1:00 am. The phone number is 825-1493. Students should consider using this service when walking across campus alone at night or at times when the campus is relatively deserted. Personal belongings, including purses, backpacks, briefcases, etc., should not be left unattended...even for a short period of time.

1.7.7 Telephones

The University prohibits the use of departmental office telephones by students. Public telephones are available in the front of the School, the North Campus Facility, and the University Research Library. A campus telephone (free access) is located in the main corridor on the first floor of the LIS building.

1.8 COMMUNICATION

1.8.1 Bulletin

The Bulletin, issued while classes are in session in Fall, Winter, and Spring quarters, alerts students to LIS activities, awards, University deadlines, part-time jobs in LIS (such as Research Assistantships), and other relevant information. It is the primary means of communication in the School and students need to read it regularly. Free copies are available in the Commons. Students may submit copy for the Bulletin in the Administrative Office (Room 254). The Bulletin may be accessed online at <http://dlis.gseis.ucla.edu/bulletin/>.

1.8.2 Messages

Official LIS and emergency messages: Faculty and staff contact students by leaving messages in the message folders in the Commons. Students should check the message folders every time they come to class. The Administrative Office Receptionist will accept telephone messages for students *only in case of emergency*.

1.9 ESSENTIAL LIS AND UNIVERSITY POLICIES AND PROCEDURES

Students are strongly encouraged to discuss any academic policies and procedures about which they are concerned with their Faculty Counselors/Advisors, and the Chair.

1.9.1 URSA-University Records System/Grades

The University Records System Access (URSA) enables all UCLA students to acquire information via a touch-tone telephone from their University academic records stored on the Registrar's Student Records System computer database. You access URSA by calling (310) 208-0425.

URSA allows you to PROCESS YOUR CLASS ENROLLMENT, to obtain course confirmation (including day/time, location, instructor name), UCLA grades for any completed term, GPA, completed units, and outstanding holds (i.e., restrictions from receiving services), and to confirm registration fee payment and Registration Card mailing, and update or review selected student information (e.g., degree expected term, telephone number, residence hall address, privacy release, ethnic-based mailing option, and ethnic background).

URSA is operational Monday through Saturday from 5 a.m. to midnight, including holidays. If you call and get the message, "URSA is not operational at this time; call back later," it means that the file is "down." The "down" period should be only a few minutes and no more than one hour.

Access for enrollment processing is controlled by an appointment structure. You can determine your appointment times through URSA itself (option #2 on the Student Records Menu). If you request the Enrollment function before your appointment time, you will be informed of your correct appointment day and time and then be returned to the Student Records Menu. Because you share your APPOINTMENT BEGINNING TIME with at least one other student, it is possible for the line to be busy when you call. If so, hang up and call back in a few minutes. You may call as often as you wish once your appointment period begins for each pass.

You may access the system for grades, GPA, units, and holds information for you to 10 years after your graduation or your last term of attendance. If you have outstanding holds, you will be informed at the beginning of your call.

When the system requests that you enter information, you are given approximately 10 seconds to make an entry and three attempts to make a correct entry, after which you will be disconnected. Once you are familiar with the system, you can enter information before it finishes the instructions. However, it is recommended that you NOT do this until you are thoroughly familiar with the telephone system and all the messages.

A time limit is announced at the beginning of each call. If you exceed the limit, you will be disconnected. If you are in the middle of processing a transaction when your time is up, the system will allow you to complete it before disconnecting you.

Students who want to know their grades at the end of the quarter should purchase grade cards from the Students' Stores and give them to their instructors. Neither the School nor the Registrar mails transcripts of grades. Students may also obtain grades by calling URSA. Access is given based on your nine-digit UCLA student ID number, your four-digit security code, and some portion of your Social Security number.

URSA OnLine (http://www.ursa.ucla.edu/) is allows UCLA students access to their student records via the World Wide Web Monday through Saturday 5 a.m. to 11 p.m. Students can view and print out their Study List, URSA Telephone enrollment appointment time, holds information, and registration (fee paid) status. Students can also change mailing, permanent, and/or next of kin's address and phone number, privacy release designation, and PIN for accessing URSA.

The information on URSA is the same as that available to the Registrar's Office staff. Grade changes and the replacement of Incomplete grades are updated nightly. If grades are not available on the telephone, they have not been received from the instructor or are still being processed. All

grades should be accessible no later than two weeks after the last day of final examinations. As needed, you may obtain a free printout of your grades for the most recent graded term at Academic Record Services, 1134 Murphy Hall, by presenting you current term Registration Card and a photo ID.

The School's grading policies and procedures are provided in detail in Appendix A.

1.9.2 Student Files

Students may view the contents of their files in the Office of Student Services by appointment. Documents in the file may be copied only with the approval of the Chair or the Chair's designee. Students usually will be given permission to copy transcripts used in support of scholarship applications or job applications, but will not be given permission to copy or have forwarded letters of recommendation. Students must give the Department written permission to release information to prospective employers or other academic institutions. Files are retained for five years following graduation or withdrawal.

PhD students may submit papers for their work files to the Student Affairs Officer. PhD students may add or remove papers from these work files. Papers are returned to PhD students upon advancement to candidacy. The dissertation proposal, however, is retained for five years following graduation.

1.9.3 Normal Progress/Full-Time Graduate Program

Three graduate courses (or twelve units) per quarter are considered the normal enrollment for graduate students. Students enrolled in at least two courses (eight units) per quarter, however, are considered in "full-time status," for academic purposes. (Academic apprentice personnel should see Section 1.6.1.5.)

MLIS students should complete the program within 10 quarters. PhD students should complete the program within 18 quarters. No maximum times have been established for the Certificate of Specialization program.

1.9.4 Continuous Registration

Unless granted a leave of absence, students are expected to register in the Fall, Winter, and Spring quarters of each academic year. Students who fail to register or file a leave of absence by the end of the second week of instruction are assumed to have withdrawn from UCLA.

1.9.5 Leave of Absence

Graduates in good standing may be granted leaves of absence for one to three quarters (which may be extended to a total of six quarters) at the discretion of the Department and approval by the Graduate Division. Leaves must be requested by the end of the second week of instruction.

1.9.6 Probation

Students who do not meet the minimum cumulative grade point average of 3.0, or who do not achieve a 3.0 in two consecutive quarters, are on probation and subject to dismissal. LIS faculty review cases of any students in scholastic difficulty and make recommendations to the Graduate Division regarding continuation in the program in probationary status. Students on probation may not enroll in courses graded S/U (e.g. 498, 596).

1.9.7 Change of Name/Address

Students who change their names must file a change of name petition with the Registrar in Murphy Hall. Address changes may be made on the registration materials returned to the Registrar each quarter. Students should also notify the Student Affairs Officer of changes in name, address, and telephone.

1.9.8 Registration and Enrollment

Students should observe all deadlines for payment of fees and enrollment in classes to avoid late penalties. Both LIS and campus-wide deadlines are published in the Bulletin and in the UCLA Schedule of Classes, as well as provided in the registration packet. *Students* are responsible for checking their study lists to make sure they are correctly enrolled.

Each quarter students are expected to meet with their Faculty Counselors/Advisors and plan a program of study appropriate to their areas of specialization. Procedures for telephone enrollment in classes are provided in registration packets. Any specific procedures related to enrollment in LIS classes are published each quarter.

1.9.9 Residence for Tuition Purposes

Students who intend to establish residency in California should consult the Campus Residence Deputy in 1113 Murphy Hall (310/825-3447) as soon as possible. Legal residents of California do not pay nonresident tuition fees.

1.9.10 Nondiscrimination, Sexual Harassment, Disclosure of Student Records, Faculty Code of Conduct, Student Conduct

The University's established policies with respect to nondiscrimination, sexual harassment, disclosure of student records, faculty code of conduct, and student conduct are published in the UCLA General Catalog, which is available in the Lab and the Student Services Center. Included in the UCLA General Catalog are the appropriate campus offices to contact if students have inquiries regarding compliance or complaints related to these policies. Students may want to discuss matters covered by UCLA policy with their Faculty Counselors/Advisors, the Chair, and/or the Dean, who can help identify appropriate mechanisms, informal and formal, responsive to student concerns.

1.10 PROGRAMMATIC INFORMATION RELEVANT TO ALL LIS STUDENTS

1.10.1 LIS Faculty

The following pages list the faculty of the Department and identify the courses and areas of specialization for which they are each responsible:

PROFESSOR	COURSES AND TITLES	SPECIALIZATION AND AREA OF RESEARCH
PHILIP AGRE	LS-273 Doctoral Seminar on Information Storage and Retrieval LS-287 Special Seminar: Information and Institutions	Social and political aspects of networking and computing; genre theory, cyberlaw, politics of the Internet
DOROTHY J. ANDERSON	LS-491 Interpersonal Communication Issues in Library Systems	Management of libraries; interpersonal & intergroup communications Continuing Education Coordinator
MARCIA BATES	LS-220 Information Access LS-221 Bibliography of Science and Engineering LS-247 User-Centered Design of Information Retrieval Systems LS-275 Doctoral Seminar: Information Seeking and Use LS-280 Information Seeking Behavior	Search strategy; subject access; information retrieval system design
HOWARD BESSER	LS-208 Development of Multimedia Resources	Image and multimedia data-bases; social and cultural effects of information technology; instructional use of information; digital longevity; intellectual property; cultural heritage institutions; metadata standards
CHRISTINE BORGMAN	CS-156 Human-Computer Communication LS-240 Information Systems Analysis & Design LS-243 Human Computer Communication LS-249 Seminar on Special Topics in Information Science LS-285 Scholarly Communication and Bibliometrics	Human-computer interaction; interface design for information retrieval systems; information seeking behavior; scholarly communication; bibliometrics
ALISON BUNTING	LS-471 Health & Life Sciences Libraries	
RICHARD CHABRAN	LS-111C Latino History and Culture	

CLARA M. CHU	LS-200	Information in Society	Information-seeking behavior; multi-cultural information services; multi-cultural library & information science education; subject access; bibliographic control; international & comparative information services; scholarly communication
	LS-203	Design of Library and Information Services	
	LS-280	Information-Seeking Behavior	
	LS-289	Information Services in Culturally Diverse Communities	
	LS-290	Research Methodology	
	LS-411	Introduction to Subject Access: Alphabetic-Subject and Systematic Indexing	
MICHELE V. CLOONAN	LS-201	Information Structures	Bookbinding & book trade history; issues in preservation & access of library materials; preservation education; vocabulary control
	LS-203	Design of Library and Information Services	
	LS-261	Analytical Bibliography	
	LS-402	Fundamentals of Bibliography	
	LS-410	Descriptive Cataloging	
	LS-486	Issues & Problems in Preservation of Library Materials	
ZORANA ERCEGOVAC	LS-221	Bibliography of Science and Engineering	
LEON FERDER	M-229C	Introduction to Slavic Bibliography	
	LS-430	Collection Development and Acquisition of Library Material	
JONATHAN FURNER	LS-204	Introduction to Information Systems	Information Retrieval; user interaction in networked electronic environments; Classification schemes for Web-based retrieval
	LS-213	Pro-Seminar: Information Storage and Retrieval	
	LS-411	Subject Cataloging	
ESTHER GRASSIAN	LS-426	User Education/Bibliographic Instruction	
ANNE GILLILAND-SWETLAND	LS-201	Information Structures	Archives; Information Management
	LS-208	Development of Cultural Information Sources using Multimedia Resources	
	LIS 282	Management of Digital Records	
	LS-485	American Archives and Manuscripts	
	LS-486	Issues and Problems in Archives and Library Preservation	
	LS-488	Advanced Issues in Archival Science	
ROBERT M. HAYES	LS-240	Principles of Information Systems Analysis and Design	Information science; library management; bibliography and literature of science, engineering and technology
	LS-246	Social Aspects of Information-Orientated Society	

GREGORY LEAZER	LS-201 Information Structures LS-410 Descriptive Cataloging LS-411 Subject Access	Organization of information; cataloging; classification; bibliographic control
LEAH LIVEROUW	LS-243 Human/Computer Communication LS-275 Doctoral Seminar: Information Seeking and Use LS-280 Information Seeking Behavior	Communication theory and research
BEVERLY P. LYNCH	LS-271 Intellectual Freedom LS-287 Issues in Library & Information Science LS-461 College, University & Research Libraries	Complex organizations; influence of technology on organizational design and structures
MARY NILES MAACK	LS-200 Information in Society LS-207 International Issues and Comparative Research in Library Science LS-223 Literature of the Social Sciences LS-274 Doctoral Seminar: Policies and Issues Library and Information Science LS-463 Public Libraries	Comparative librianship with special emphasis on France, the United States & Africa; library history; gender issues; literacy as an information policy issue
ELIZABETH MARTINEZ	LS-287 Seminar: Contemporary Issues in National Information Policy LS-463 Public Libraries	
MARY PURUCKER	LS-253 Contemporary Children's Literature LS-446 Library Services and Literature for Youth	
MARCIA REED	LS-224 Literature of the Humanities & Fine Arts	
JOHN V. RICHARDSON	LS-220 Information Access LS-226 General Reference Work LS-290 Research Methodology LS-473 Government Information LS-487B Expert Systems: Knowledge-Based Computer Programs	Knowledge-based/expert/ intelligent systems for reference work; government information policy; historical analysis of professionalism in Reference Service
MYRA SAUNDERS	LS-283 Legal Research and Bibliography	
RITA SCHERREI	LS-442 Library Personnel Administration	

VIRGINIA WALTER	LS-203 Design of Library and Information Services LS-253 Contemporary Children's Literature LS-441 Management Theory and Practice for Information Professionals LS-465 Library Services and Programs for Children LS-466 Storytelling LS-467 Seminar on Current Topics in Public Library Administration	Citizen participation in libraries; voluntarism; children's use of library & information resources; sociology of childhood reading; literacy; evaluation of public library services

1.10.2 Entrance Requirements

MLIS students entering Fall 1993, and after, and PhD students must satisfy two entrance requirements: computer programming and statistics.

When must entrance requirements be met?
MLIS students entering Fall 1993 and after must have completed one of the two entrance requirements prior to the Fall quarter. The other must be completed by the end of the Fall term. PhD students are encouraged to satisfy any outstanding requirements in the first year of residence. Failure to complete both requirements by the end of the first quarter will result in a recommendation of termination of student status.

Most students find taking three LIS courses plus an entrance requirement to be an extremely heavy course load; therefore, it is acceptable to enroll in two LIS courses while satisfying entrance requirements. Similarly, part-time students may find that one LIS course and one entrance requirement constitute an appropriate course load.

Where can entrance requirements be met?
At UCLA or at any other accredited college or university.

Note: While the University of California does offer correspondence college-level courses through Extension, students should be advised that a single course frequently require one year to complete.

Are grades earned in entrance requirements calculated in the GPA?
Any courses taken as a graduate student at UCLA (excluding those from Extension) are calculated into the UCLA GPA. Students may elect to take entrance requirements at UCLA on a Satisfactory/Unsatisfactory basis (S/U), but should be aware of the fact that graduate students must earn a B or better to earn the grade of S. If the student takes a course and receives a grade of C, an Unsatisfactory appears on the transcript, but for the School's purpose the requirement is met. The grade of U does not affect the GPA. A grade of C- or below does not satisfy the requirement. Students wishing to change the grading basis after the quarter begins must be sure to do so by the published deadlines. Graduate students must maintain a 3.0 GPA to remain in good standing.

What are the requirements for each program?

For MLIS students entering Fall 1993 and after, the School requires:

1. A college level course in statistics (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics. In exceptional circumstances it is possible to meet this requirement by passing a competency examination in statistics administered by LIS.

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2. A computer programming requirement, met either by completing a college-level course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". Most standard languages, such as BASIC, C, or PASCAL are acceptable, as is a college-level course in the use of data management systems such as dBASE, PARADOX, FileMaker, of Microsoft Access. At least one-third of the course grade should be based on programming assignments. In exceptional circumstances it is possible to meet this requirement by passing a competency examination in computer programming administered by LIS. The Department frequently offers an Intensive Technology Workshop that also satisfies this requirement. The course is typically offered prior to the Fall quarter.

2. PhD students entering Fall 1996 and before, must satisfy two requirements:

    1. A statistics requirement, satisfied by completing a college-level course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics.

    2. A computer programming requirement, met either by completing a college-level course (three semester units or four quarter units) with a minimum grade of "C" or by passing a proficiency examination administered by the school. Most standard languages, such as BASIC, C, COBOL, FORTRAN, or PASCAL are acceptable, as is a college-level course in the use of data management systems such as dBASE-IV, INMAGIC, or PARADOX. At least one third of the course grade should be based on programming assignments.

3. PhD students, entering Fall 1997 and after, must satisfy one requirement:

    1. A statistics requirement, satisfied by completing a college-level course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics.

Recommended:

Applicants should have general knowledge about and basic experience using computers (e.g., for word processing, statistics, online searches, spreadsheets, graphics, or Web browsing). There is no specific programming requirement for doctoral students. However, the Department strongly recommends that admitted students attend the Intensive Technology Workshop to familiarize themselves with Department, School-wide, and UCLA platforms and applications.

How can the computer programming requirement be satisfied?

LIS has a "computer programming" entrance requirement because such knowledge teaches a procedural manner of thinking that is useful in general instances of problem solving, as well as being applicable to analyzing and automating specific library processes. In addition, programming courses cover basic concepts, such as the differences between operating systems and application programs, necessary for students to use any type of computer. Learning to program a computer also illustrates very clearly the strengths and weaknesses of computers, leading to a better appreciation of the role of people in information services. Because the School recognizes that this knowledge may be gained in the study of topics other than higher-level programming languages, LIS has broadened the requirement to include data management languages, such as those found in database management packages (such as dBASE) and statistical packages (such as SASS).

Many colleges and universities offer courses that incorporate programming with a number of other subjects thought to be desirable by the LIS faculty. These topics include the use of word-processing and database management software, telecommunications packages and the like. Such "computer literacy" courses may also cover social aspects of computing, such as privacy issues, or general descriptions of the many uses of computers in industry, schools and government. Caution: There is no standard content for a computer literacy course. The School requires that you learn to use computers, and that a substantial proportion of the course work be based upon programming assignments.

Students should select a computer-related course that meets the following criteria:

- The course must be equivalent to a minimum of 3-semester or 4-quarter units, taken at the college level.

- At least one third of the instruction time of the course must be concerned with programming concepts and languages and one third of the course grade must be based upon programming assignments by the student, using a higher-level language package.

- Upon completion of the course, the student should be able to do the following: create a record description; read a fixed-format file provided by an "outside" source (e.g., a library, or a course instructor); make changes in record content, both individually and collectively; sort records according to various criteria; carry out iterative processing operations (i.e., execute "do-loops" of the DO-WHILE variety); retrieve, format and print records according to different specifications.

If the student has had a great deal of programming experience but no formal course work, then he or she may satisfy the requirement by the successful completion of a competency test administered by a faculty member of the School. The test will include the operations spelled out in part one above and should be taken during the first quarter of study at LIS. This test may require several days to complete, depending upon individual skills. The School does not recommend that students attempt to fulfill the requirement in this fashion unless they are experienced programmers.

Entering students are advised that other useful skills include: the use of word-processing and database management software and communications packages; basic operations on IBM compatible microcomputers; and experience in the use of computer networks for accessing remote databases.

Several UCLA courses satisfy the requirement including: Program in Computing (PIC) 1 and PIC 10A offered through the Mathematics Department.

How can the statistics requirement be satisfied?

The college-level course used to satisfy the statistics requirement must cover descriptive and inferential statistics. Research methods courses do not satisfy the requirement. UCLA courses frequently taken by DLIS students include:

- Economics 40
- Education 230A, 230B
- Political Science 6
- Psychology 41
- Sociology 18
- Statistics 50

The Student Affairs Officer has a notebook listing courses in *other institutions*, which have been approved.

1.10.3 Internships

MLIS, Certificate Program, and PhD students may enroll in internship as part of their academic programs. The purposes of internships (LIS 498 Internship) are to acquire specialized competency through directed individual study related to work experience at the professional level in a site approved by the School, and to strengthen basic professional performance requirements. On-site supervision of each internship is assigned to an information professional, usually the librarian in charge of the department or unit of assignment. The supervisor will organize, direct, and evaluate the intern's performance of professional level work assignments. The LIS instructor-in-charge meets with interns regularly, visits the sites as needed, and helps students identify appropriate sites to pursue.

Internship is open to **second-year** MLIS students who have completed 36 quarter units (or who have obtained permission from the PPC to waive the 36-unit requirement rule) and to Certificate Program and PhD students. Consent of the instructor-in-charge is required. A maximum of three quarters (12 units) of

internship may count towards the MLIS degree or Certificate of Specialization. 120 hours per quarter are required for four units of credit. As with other courses graded S/U (Satisfactory/Unsatisfactory), only students who are in good academic standing (not on probation) may enroll in an internship. For more detailed information, see Information Circular 498. Students should discuss with their advisors the benefits of an internship vs. specialized course work and the appropriate length of an internship. A Directory of Internship Sites is available in the Lab, the Student Services Area of the Commons, and from the instructor-in-charge. Internship files, which contain reports of interns on specific sites, are available in the Commons. An annual Internship Open House in Spring Quarter provides an opportunity for LIS students to meet informally with a large number of site supervisors.

1.10.4 Fieldwork

The purpose of fieldwork (LIS 497) is to acquire specialized competence through directed work at the professional level, and to test basic professional competencies as well as the capacity to meet professional level performance requirements. Second-year, Certificate Program, or PhD students may enroll in fieldwork as indicated in Section 1.10.3. Fieldwork is distinguished from internship in two respects: (1) Fieldwork is appropriate when the location of the site is too far from UCLA to permit attendance in the classroom component. (150 hours are required as a minimum for four units of credit.) (2) The instructor in charge of the course is the student's advisor or counselor. Students wanting more information may consult the Information Circular on LIS 497. Information Circulars are located in the Student Services Area of the Commons.

1.10.5 Independent Study

LIS 596, Directed Individual Study or Research (2-8 units). S/U grading. MLIS, Certificate Program and PhD students, with the consent of a qualified instructor, may pursue independent study under that instructor's guidance. Any LIS faculty member (full- or part time) may offer 596. The purpose of the course is to provide an opportunity for independent research in a field covered by an approved course not being taught, or on a specialized topic.

Students may repeat 596 without limitation, but no more than 8 units of 596 may count toward the MLIS degree. A maximum of 6 units of 596 may be used for work on the major paper requirement; however, enrollment in 596 for the paper is limited to 4 units in a given quarter.

Students may enroll in 596 in conjunction with appointment as a Graduate Student Researcher (GSR) and receive academic credit commensurate with the percentage of time employed, providing the faculty member approves. Approval forms are given to GSRs at the time they are put on the payroll.

20 hours = 4 units
15 hours = 3 units
10 hours = 2 units

LIS 597, Directed Study for PhD Qualifying Examinations (2-12 units) May be repeated. S/U grading. PhD students enroll in this course when preparing for either the Written or Oral Qualifying Examinations.

LIS 599, PhD Research and Writing (2-12 units). May be repeated. S/U grading. PhD students enroll in this course when writing the dissertation.

1.10.6 Short Title List of Courses

Generally, Information Circulars on each course are available in the Student Services Area of the Commons. Note: An asterisk (*) indicates that the course is infrequently offered. Prerequisites are noted in parentheses.

100	Perspectives on Literacy
110	Information Resources and Libraries
111	Ethnic Groups and their Bibliographies
-A	American Indian History and Culture
-B	African American History and Culture

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-C	Latino History and Culture
-D	Asian-American History and Culture
182	Records and Information Resources Management
200	Information in Society
201	Information Structures
M202	Folklore Archiving
203	Design of Library and Information Services
204	Introduction to Information Systems
205	Research Methodology in History of Bibliography Library and Information Science (200)
207	International Issues and Comparative Research in Library and Information Science
208	Development of Cultural Information Sources Using Digital Multimedia
210	Seminar in Descriptive and Bibliographical Cataloging (410, 411)
211	Seminar in Subject Control (410, 411)
213	Proseminar in Information Storage and Retrieval
214	Proseminar in Information Policy and Issues
215	Proseminar in Information Seeking and Use
220	Information Access (200, 201)
221	Bibliography of Science and Engineering (220)
222	Bibliography of the Health and Life Sciences (220)
223	Literature of Social Sciences (220)
224	Literature of Humanities and Fine Arts (220)
M225	Latin American Research Resources[1]
226	General Reference Work (220)
*M229B	Africana Bibliography and Research Methods
M229C	Introduction to Slavic Bibliography (consent)
230	History of Publishing and the Book Trade (200)
240	Principles of Information Systems Analysis and Design
*241	Measurement and Evaluation of Information Systems (one research methods course)
242	Information Retrieval Systems (201, 220)
243	Human/Computer Communication
245	Database Management Systems
246	Social Aspects of Information-Oriented Society
247	User-Centered Design of Information Retrieval Systems (201, 220, or consent)
249	Seminar on Special Topics in Information Science (200, 201 and at least one from 242, 243, 247, 280, 405 or consent)
253	Contemporary Children's Literature
260	Historical Bibliography (200, 402, or consent)
261	Analytical Bibliography
271	Seminar: Intellectual Freedom & Information Policy Issues
272	Research Seminar (Doctoral standing or consent)
273	Doctoral Seminar: Information Storage and Retrieval Systems (Doctoral standing or consent)
274	Doctoral Seminar: Policies and Issues in Library and Information Science (Doctoral standing or consent)
275	Doctoral Seminar: Information Seeking and Use (Doctoral standing or consent)
280	Information Seeking Behavior
281	Information Resources for Business (220)
282	Management of Digital Records
283	Legal Research and Bibliography
284	Seminar: Legal Informatics
285	Scholarly Communication and Bibliometrics
286	Seminar on Information Access (220 and one from 221, 223, 224, 226, 281, 283, 425, 473)
287	Seminar on Special Issues in Library and Information Science
289	Information Services in Culturally Diverse Communities
290	Research Methodology
291	Introduction to Research Design & Methodology
375	Teaching Assistant Practicum (Apprentice personnel appointment)
400	Information Professions

[1] Students need to have good reading knowledge of either Spanish OR Portuguese.

402	Fundamentals of Bibliography[2] (200)
405	Automation of Library Processes
410	Descriptive Cataloging
411	Subject Access (410)
412	Cataloging and Classification of Non-Book Materials (410, 411)
414	Indexing and Thesaurus Construction
425	Computer-Based Information Resources (220 or consent)
426	User Education/Bibliographic Instruction: Theory and Technique
429	Printing for Bibliographers (260 or 261, or consent)
430	Collection Development and Acquisition of Library Materials
441	Management Theory and Practice for Information Professionals
442	Library Personnel Administration
446	Library Services and Literature for Youth
461	College, University and Research Libraries
463	Public Libraries
465	Library Services and Programs for Children
466	Storytelling
470	Special Libraries and Information Centers
471	Health and Life Science Libraries (441)
473	Government Information
485	American Archives and Manuscripts (consent)
486	Issues and Problems in Preservation of Library Materials
488	Seminar: Advanced Issues in Archival Science (485)
491	Interpersonal Communication Issues in Library Systems
497	Fieldwork in Libraries or Information Organizations
498	Internship (consent; 36 quarter units; second-year MLIS)
596	Directed Individual Study or Research (consent)
597	Directed Studies for PhD Qualifying Examinations (consent)
598	MLIS Research and Writing (consent)
599	PhD Research and Writing (consent)

1.11 OPPORTUNITIES FOR PUBLICATION

The School is proud of the work produced by its students and encourages students to pursue opportunities to publish.

Faculty Advisors and course instructors will, of course, indicate to students when work is of publishable quality and suggest avenues of publication.

In addition, students should be aware of the following publishing mechanisms.

The ERIC (Education Resources Information Center) Clearinghouse on Information Resources will consider papers and dissertations for acceptance for microfiche publication and distribution. An abstract of the paper will then appear in the ERIC journal, Resources in Education. Students may pick up an ERIC Reproduction Release from the ERIC Clearinghouse on campus, complete it, and return it with two copies of the paper and an abstract.

University Microfilms International will list and print the abstract of doctoral dissertations in Dissertation Abstracts International at no charge to the graduate. (UMI will file the application for copyright registration for $25.) Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, Regulations for Thesis and Dissertation Preparation, which may be obtained from the Thesis and Dissertation Advisor, PLB 390. UCLA dissertations in the field of library and information science are housed on the 4th floor of the University Research Library.

University Microfilms International will list and print the abstract of master's papers in Masters Abstracts International for a fee to the graduate of $25. (If the author wishes to register copyright with the Library of

[2] Students may enroll concurrently in 200 and 402.

Congress, an additional fee of $25 is charged.) Questions regarding copyright and publication can be directed to: Copyright Information and Registration Forms, Copyright Office, Library of Congress, Washington, D.C. 20559.

1.12 COMMENCEMENT

The School holds a Commencement in Spring honoring graduates from the MLS, Certificate, and PhD programs. Representatives from the Student Governing Board assist in the planning of the ceremony. PhD students may wish to participate in the University's hooding ceremony, held in Spring Quarter as well. Notices in the Bulletin provide information to students about these two important events.

SECTION 2. THE MLIS PROGRAMS

This course of study provides basic and specialized competencies leading to a Master of Library and Information Science (MLIS) degree. A student will normally require a minimum of two years of graduate study to complete the program; part-time students typically complete the program in three years (maximum: 10 quarters). Persons holding this degree or its equivalent should be prepared for professional practice and for qualifying examinations for the PhD degree.

2.1 COOPERATIVE DEGREE PROGRAMS

Several specialties represent cooperative degree programs between the department and other schools and departments of the University through which the student may be able to obtain two degrees in a shorter period of time than would be possible otherwise. Students wishing to participate in a cooperative degree program must be accepted by both degree programs and complete course work that satisfies the combined set of requirements.

1. MLIS/MA Latin American Studies.
   An articulated degree program between the Department and Latin American Studies.
   Course requirements: twelve LIS courses (48 total LIS units): includes the core, one research methods, three 200-series courses with a Latin American focus, and additional electives. A 596 (independent study) may substitute for one of the 200-series LIS courses. In addition to the Library/Information Science field, the student must choose two other fields, completing three courses in each of the two fields. Check the UCLA General Catalog for specific language requirements.

2. MLIS/MBA.
   A concurrent degree program of the Department and the Graduate School of Management. Course requirements: twelve LIS courses (48 total LIS units), including the core, one research methods course, and additional LIS electives; 21 AGSM courses (84 units). The AGSM field study meets the LIS specialization paper requirement.

3. MLIS/MA History.
   A concurrent degree program of the Department and the Department of History.
   Course requirements: twelve LIS courses (48 total LIS units), including the core courses, one research methods course, and additional electives; nine History courses (36 units).

2.2 COURSES

The required courses provide basic professional competencies for work in the field. In addition, students must complete a set of electives focusing on specialization. In addition students must complete eleven elective courses (44 units) focusing on a specialization. Students who entered beginning Fall '92 are required to complete five core courses: LIS 200, 201, 203, 220, 441, and at least one graduate-level research methodology course (24 units); and 12 elective courses (48 units) focusing on specialization. The several "specialization" courses, which may include internship, provide the means for students to develop in-depth knowledge in a specific area of professional work. Students may count a maximum of 8 units of 596 (Independent Study) and 12 units of 497/498 (Fieldwork/Internship) toward the MLIS degree.

2.2.1 Research Methodology Requirement

The LIS requirement for research methodology may be met in any of the following ways. Whichever method is used to meet the requirement, the student should consult with the faculty advisor and any other appropriate individuals.

1. Students entering Fall'95 and after may complete a 4-unit LIS course designated as meeting the requirement; this includes courses 205 (Historiography of Librarianship, Bibliography, and Information Science), 240 (Principles of Information Systems Analysis and Design), and 290 (Research Methodology).

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2. The student may complete a graduate level course in research methods from another UCLA department; for example, a student in the joint MLIS/MA in History program might want to take one of the historiography courses offered by the History Department. The Faculty Advisor must approve the course on the Research Methods Requirement Approval form.

3. If the student has official record of having completed a graduate level course in research methods (comparable to a course in the LIS cluster) or directly applicable to the student's area of specialization, the research methods requirement will be met and that student may substitute an additional elective for a research methods course. The Faculty Advisor must approve the course on the Research Methods Requirement Approval form.

4. If the student believes that some combination of her/his academic and/or employment background meets this requirement, that student may petition the faculty through the Faculty Advisor to count that prior experience as meeting the research methods requirement and that student may substitute an additional elective for a research methods course.

2.3 COURSE OPTIONS

In addition to the formal coursework in the School or in other schools and departments, as specified above, the student has a number of options.

Validation Examinations: Students may feel already competent in the material covered in a required course. In such cases they may petition to take a validation examination in lieu of the course. The petition must be submitted prior to beginning any independent study set by the instructor as preparation for taking the examination. Petitions for such validation examinations are not normally approved for courses, such as cataloging, that require extensive laboratory work for development and evaluation of competency. Validation examinations may not be applied toward the Department's coursework requirements.

Credit for Prior Coursework, Degrees, or Competencies: Students may petition to have prior coursework applied to their specialization. Such courses might include historical studies, musicology, legal research and writing, courses in the sciences or in literature, or similar work applicable to particular specializations. To do so, students must have selected an area of specialization, and the petition must clearly show the relationship of the prior coursework to the chosen specialization. Thus, although students with advanced degrees in subject fields may find that their mastery of a specific subject will be a help in the field of librarianship, they should not anticipate that their curriculum at LIS will be automatically shortened or any part of it omitted.

Credit by Examination: With appropriate approvals obtained, registered students may petition to earn credit for courses by examination. Courses conducted as seminars or which emphasize laboratory work may not be taken by examination.

Only in unusual cases may credit be allowed for librarianship coursework taken elsewhere.

2.4 FACULTY COUNSELOR/FACULTY ADVISOR

An incoming student is assigned to a Faculty Counselor, who meets with the student at least once each quarter in order to review academic progress and program of study. By the end of the Winter Quarter each student with the help of the Faculty Counselor identifies potential Faculty Advisors.

Students often ask Faculty Counselors to be their Advisors. Agreements are made on the basis of shared specialization interests and compatibility.

The student and the Faculty Advisor together plan a program of study to develop a specialization that meets the student's academic and career objectives. Every quarter the student meets with the Faculty Advisor at least once, typically shortly before enrollment occurs.

The Faculty Advisor has responsibility for approving the specialization. Therefore, it is essential that students meet regularly with their Faculty Advisors in planning a program of study.

The expected sequence of courses for first-year MLIS students is as follows:

Fall Quarter	200, 201, one elective or a research methods course
Winter Quarter	220, 441, one elective or a research methods course
Spring Quarter	203, two elective courses

2.5 SPECIALIZATION AREAS

2.5.1 Specialization Areas for Students Beginning Fall '93 and After

Four specializations have been approved for students who are beginning their MLIS programs in Fall '93 and after.

1. Specialization in Information Policy and Management

   Intended for people who want to pursue management careers as librarians or information professionals, this specialization emphasizes the institutional context in which the professional activities are performed. Because managers, especially those in leadership positions, must deal with policy issues at the local, state, national, and even international level, one important component of this specialization concerns the body of laws, regulations, principles and procedures that affect the life cycle of information and which determine access to various information resources. Students in this area will examine a range of issues such as the relationship between cultural factors and information policy, the history of communication technologies, economics of information, literacy, public access to information, preservation, privacy, intellectual freedom, and the development of the information professions.

   Students earning this specialization will gain particular proficiency in managing an information organization or agency (such as a library, school library media center, or corporate information service), designing, developing and managing the resources and services of the agency, and in relating to the external environment in which the organization is located. Those who pursue the focus area in Information policy will be prepared for careers as information specialists in government agencies and the private sector including international agencies and publishing industry.

2. Specialization in Information Organization.
   This specialization deals with the organization of recorded information. It focuses on the study of the theory and practice of information organization for the purposes of control and access, using manual and computerized tools and standards. The practice of organizing recorded information can be seen in such activities as cataloging, classification, indexing, abstracting, database construction, analytical bibliography, records management, archival control, and hypermedia/multimedia management.

3. Specialization in Information Access
   Information Access addresses the ways in which information in various fields is accessed by end-users as well as by librarians and other information professionals. Preparation normally includes the study of information seeking behavior, user education, reference sources, information organization, online searching, information retrieval, and subject bibliography. Specialization in this area enables students to pursue careers as reference librarians, information systems instructors, information brokers, and information specialists in government agencies, or in the corporate world.

4. Specialization in Information Systems
   This specialization is concerned with the design, implementation, and evaluation of information systems that support information services. Considerable attention is given to computer-based systems, but the specialization is not limited to such systems. Students specializing in this area learn fundamental theory and analytical techniques through studying information retrieval system theory,

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systems analysis and design, database design, and information system evaluation. In addition they learn information system applications by studying library automation, database services, and information products such as CD-ROM and online databases. Students specializing in information systems are prepared for careers in information systems design, library systems analysis, database administrator, trainer or salesperson for information services or products.

2.6 CORE COURSES, SPECIALIZATIONS, AND FOCUS AREAS

2.6.1 Core Curriculum

LIS 200 INFORMATION IN SOCIETY
Examination of the processes by which information and knowledge are created, integrated, disseminated, organized, used, and preserved. Topics include history of communication technologies, evolution of literacy, development of the information professions, and social issues relating to information access.

LIS 201 INFORMATION STRUCTURES
Introduction to the various systems and tools used to organize materials and provide access to them. Emphasizes generic concepts of organization, classification, hierarchy, arrangement and display of records. Provides the background for beginning and advanced studies in cataloging, reference, information retrieval and database management.

LIS 203 DESIGN OF LIBRARY AND INFORMATION SERVICES
Principles and methods for planning and designing user-driven library and information services. The course deals with principles and methods for assessing information needs of designated populations and for designing services that meet those needs.

GSS 220 INFORMATION ACCESS
Prerequisites: 200 and 201. Provides fundamental knowledge and skills enabling information professionals to link users with information. Overview of: the structure of the literature in different fields; information seeking behavior of user groups; communication with users; development of search strategies using print and electronic sources.

GSLIS 441 MANAGEMENT ISSUES IN LIBRARIES AND OTHER INFORMATION AGENCIES
Principles of management, emphasizing management techniques applicable to libraries of various types and to library systems. Special attention to the management of human as well as technical resources.

NOTE: Students are also required to complete one research methods course.

2.6.2 Specialization and Focus Areas

SPECIALIZATION IN INFORMATION ACCESS

This area of specialization deals with the ways in which information in various fields is accessed by end-users as well as librarians and other information professionals. Preparation in this area includes the study of information seeking behavior, user education, general reference sources, information organization, online searching, and information retrieval, as well as bibliography courses in different subject areas. Specialization in this area prepares students for careers as reference librarians, information systems instructors, information brokers, and information specialists in government agencies or in the corporate world.

MODEL PROGRAM

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. HIGHLY RECOMMENDED

415 Computer-Based Information Resources

III. MENU CHOICES

A. Information Systems and Information Organization

At least ONE 400 level & ONE 200 level: 8 units

- 410 Descriptive Cataloging
- 411 Introduction to Subject Access
- 414 Indexing and Thesaurus Construction
- 240 Principles of Information Systems Analysis and Design
- 242 Information Retrieval Systems
- 243 Human/Computer Communication
- 247 User-Centered Design of Information Retrieval Systems

B. Bibliography

At least TWO of the following courses: 8 units

- 111 Ethnic Groups and Their Bibliographies
- 221 Bibliography of Science and Engineering
- 222 Bibliography of the Health and Life Sciences
- 223 Literature of the Social Sciences
- 224 Literature of the Humanities and Fine Arts
- M225 Latin American Research Resources
- 226 General Reference Work
- M229 Area Studies series
- 281 Information Resources for Business
- 283 Legal Research and Bibliography
- 284 Seminar: Legal Informatics
- 473 Government Information

C. Communication and Information Seeking 4 units

At least ONE of the following:

- 280 Information-Seeking Behavior
- 289 Information Services in Culturally Diverse Communities
- 426 User Education/Bibliographic Instruction
- 491 Interpersonal Communication Issues in Library Systems
- CS 130 Cultural Factors in Interpersonal Communication

(other outside courses related to communication might also be substituted)

IV. OTHER RECOMMENDED COURSES

ONE OR TWO TERMS OF INTERNSHIP

286 Seminar in Information Access

OTHER ELECTIVES (both DLIS and outside courses)

SPECIALIZATION IN INFORMATION ACCESS

MODEL PROGRAM FOR FOCUS AREA A: GENERAL REFERENCE

This FOCUS AREA prepares students for reference and information work in libraries. The emphasis in on knowledge of a broad range of sources and development of communication skills.

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. HIGHLY RECOMMENDED

226 General Reference Work
280 Information-Seeking Behavior
289 Information Service in Culturally Diverse Communities
425 Computer-Based Information Resources
426 User Education/Bibliographic Instruction
or 491 Interpersonal Communication

III. MENU CHOICES

A. Information Systems and Information Organization
At least ONE 400 level & ONE 200 level: 8 units
410 Descriptive Cataloging
411 Introduction to Subject Access
414 Indexing and Thesaurus Construction
240 Principles of Information Systems Analysis and Design
242 Information Retrieval Systems
243 Human/Computer Communication
247 User-Centered Design of Information Retrieval Systems

B. Bibliography 8 units
At least TWO of the following courses:
111 Ethnic Groups and their Bibliographies
221 Bibliography of Science and Engineering
222 Bibliography of the Health and Life Sciences
223 Literature of the Social Sciences
224 Literature of the Humanities and Fine Arts
M225, M229 Area Studies series.
281 Information Resources for Business
283 Legal Research and Bibliography
473 Government Information

C. Communication and Information Seeking
Students can satisfy this area by taking courses recommended in Section II above. They are also encouraged to take communications courses outside DLIS, such as.
CS 130 Cultural Factors in Interpersonal Communication

IV. OTHER RECOMMENDED COURSES

ONE OR TWO TERMS OF INTERNSHIP
286 Seminar in Information Access

SPECIALIZATION IN INFORMATION ACCESS

MODEL PROGRAM FOR FOCUS AREA B: LEGAL BIBLIOGRAPHY

Legal bibliography is an appropriate choice for students who wish to work in law libraries or legal information centers, or to work for vendors who sell information products to the legal profession. It emphasizes skill in legal research and management skills peculiar to law libraries located in law schools, courts, public agencies, and private firms.

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. HIGHLY RECOMMENDED

283 Legal Research and Bibliography
425 Computer-Based Information Resources

III. MENU CHOICES

A. Information Systems and Organization--choose at least one: 4 units
- 242 Information Retrieval Systems
- 245 Database Management Systems
- 410 Descriptive Cataloging
- 411 Introduction to Subject Access
- 414 Indexing and Thesaurus Construction

B. Bibliography--Choose at least two: 8 units
- 281 Information Resources for Business
- 284 Seminar: Legal Informatics

C. Communication & Information Seeking--choose at least one: 4 units
- 280 Information-Seeking Behavior
- 289 Information Services in Culturally Diverse Communities
- 426 User Education/Bibliographic Instruction
- 491 Interpersonal Communication Issues in Library Systems

24 units required

IV. OTHER RECOMMENDED COURSES

223 Literature of the Social Sciences
226 General Reference Work
405 Automation of Library Processes
470 Special Libraries and Information Centers
473 Government Information

Internship--choose at least one
498 Internship

SPECIALIZATION IN INFORMATION ACCESS

MODEL PROGRAM FOR FOCUS AREA C: HEALTH SCIENCES INFORMATION

The health sciences focus area is for students who wish to work in libraries or information centers in the medical, pharmaceutical or biotechnology industry or to work for vendors who sell information products for these subject areas.

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. HIGHLY RECOMMENDED

221 Bibliography of Science and Engineering
222 Bibliography of the Health and Life Sciences
425 Computer-Based Information Resources
471 Health and Life Science Libraries
498 Internship (two quarters preferred)

III. MENU CHOICES

A. Information Systems and Information Organization

At least ONE 400 level & ONE 200 level: 8 units

242 Information Retrieval Systems
245 Database Management Systems
410 Descriptive Cataloging
411 Introduction to Subject Access
414 Indexing and Thesaurus Construction

B. Bibliography

Students can satisfy this area by taking courses recommended in Section II above.

C. Communication and Information Seeking

At least ONE of the following: 4 units

280 Information-Seeking Behavior
289 Information Services in Culturally Diverse Communities
426 User Education/Bibliographic Instruction
491 Interpersonal Communication Issues in Library Systems

IV. OTHER RECOMMENDED COURSES

226 General Reference Work
243 Human/Computer Communication
405 Automation of Library Processes
470 Special Libraries and Information Centers

Courses from other departments may be recommended by advisor (e.g., Public Health: 203, 230, 403, 440 or electives that introduce a subject such as medicine, biology, or medical sociology).

SPECIALIZATION IN INFORMATION ORGANIZATION

This specialization deals with the organization of recorded information. It focuses on the study of the theory and practice of information organization for the purposes of control and access, using manual and computerized tools and standards. The practice of organizing recorded information can be seen in such activities as cataloging, classification, indexing, abstracting, database construction, analytical bibliography, records management, archival control, and hypermedia/multimedia management.

There is no separate model program for this specialization because students must elect one of the two focus areas.

MODEL PROGRAM FOR FOCUS AREA A: CATALOGING

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. HIGHLY RECOMMENDED COURSES
- 210 Seminar: Descriptive and Bibliographical Cataloging
- 211 Seminar: Subject Control of Library Materials
- 410 Descriptive Cataloging
- 411 Introduction to Subject Access
- 412 Cataloging and Classification of Nonbook Materials

III. OTHER RECOMMENDED COURSES
- 242 Information Retrieval Systems
- 247 User-Centered Design of Information Retrieval Systems
- 405 Automation of Library Processes
- 498 Internship

MODEL PROGRAM FOR FOCUS AREA B: INDEXING & ABSTRACTING

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. HIGHLY RECOMMENDED COURSES
- 211 Seminar: Subject Control of Library Materials
- 241 Measurement and Evaluation of Information Systems and Services
- 242 Information Retrieval Systems
- 411 Introduction to Subject Access
- 414 Indexing and Thesaurus Construction

III. OTHER RECOMMENDED COURSES
- 247 User-Centered Design of Information Retrieval Systems
- 498 Internship

INFORMATION SYSTEMS SPECIALIZATION

This specialization is concerned with the design, implementation, and evaluation of information systems that support information services. Considerable attention is given to computer-based systems, but the specialization is not limited to such systems. Students specializing in this area learn fundamental theory and analytical techniques through studying information retrieval system theory, systems analysis and design, database design, and information system evaluation. In addition they learn information system applications by studying library automation, database services, and information products such as CD-ROM and online databases. Students who specialize in information systems are prepared for careers in information systems design, library systems analysis, database administrator, trainer or salesperson for information services or products.

There is no separate model program for this specialization because students must elect one of the three focus areas.

MODEL PROGRAM FOR FOCUS AREA A: LIBRARY AUTOMATION

I. CORE (200, 201, 203, 220, 240, 441) **24 units**

This focus area is intended for students who expect to design and maintain information systems in library environments that are primarily bibliographic in nature; the course work would be oriented toward technical services issues.

II. HIGHLY RECOMMENDED

242 Information Retrieval Systems
243 Human/Computer Communication
249 Special Topics in Information Science
405 Automation of Library Processes
410 Descriptive Cataloging
411 Introduction to Subject Access

III. OTHER RECOMMENDED COURSES

210 Descriptive and Bibliographical Cataloging
211 Subject Control of Library Materials
241 Measurement & Evaluation of Information Systems and Services
245 Database Management Systems
247 User-Centered Design of Information Retrieval Systems
280 Information-Seeking Behavior
412 Cataloging and Classification of Nonbook Materials
414 Indexing and Thesaurus Construction
425 Computer-Based Information Resources
426 User Education/Bibliographic Instruction

INFORMATION SYSTEMS SPECIALIZATION

MODEL PROGRAM FOR FOCUS AREA B: DATABASE MANAGEMENT

This focus area is intended for students who expect to design and maintain information systems in library or non-library environments, which contain bibliographic or non-bibliographic content; the course work would be oriented toward management issues.

I. CORE (200, 201, 203, 220, 240, 441) **24 units**

II. HIGHLY RECOMMENDED

242 Information Retrieval Systems
243 Human/Computer Communication
245 Database Management Systems

249 Special Topics in Information Science
{DBMS course from management or computer science}

III. OTHER RECOMMENDED COURSES

241 Measurement and Evaluation of Information Systems and Services
247 User-Centered Design of Information Retrieval Systems
280 Information-Seeking Behavior
405 Automation of Library Processes
410 Descriptive Cataloging
411 Introduction to Subject Access
414 Indexing and Thesaurus Construction
425 Computer-Based Information Resources
498 Internship

Additional database management systems courses from the Graduate School of Management or the Computer Science Department may be recommended by the advisor.

INFORMATION SYSTEMS SPECIALIZATION

MODEL PROGRAM FOR FOCUS AREA C: INFORMATION RETRIEVAL

This focus area is intended for students who expect to design information systems in library or non-library environments, which contain bibliographic or non-bibliographic content, or who wish to pursue further post-graduate research; the course work would be oriented toward technical and research issues.

I. CORE (200, 201, 203, 220, 240, 441) 24 units

II. HIGHLY RECOMMENDED

242 Information Retrieval Systems
243 Human/Computer Communication
249 Special Topics in Information Science
414 Indexing and Thesaurus Construction

III. OTHER RECOMMENDED COURSES

241 Measurement & Evaluation of Information Systems and Services
245 Database Management Systems
247 User-Centered Design of Information Retrieval Systems
280 Information-Seeking Behavior
290 Research Methodology
405 Automation of Library Processes
410 Descriptive Cataloging
411 Introduction to Subject Access
412 Cataloging and Classification of Nonbook Materials
425 Computer-Based Information Resources
498 Internship
xxx (Courses from other departments recommended by advisor)

SPECIALIZATION IN INFORMATION POLICY AND MANAGEMENT

Intended for people who want to pursue management careers as librarians or information professionals, this specialization emphasizes the institutional context in which the professional activities are performed. Because managers, especially those in leadership positions, must deal with policy issues at the local, state, national, and even international level, one important component of this specialization concerns the body of laws, regulations, principles and procedures that affect the life cycle of information and which determine access to various information resources. Students in this area will examine a range of issues such as the relationship between cultural factors and information policy, the history of communication technologies, economics of information, literacy, public access to information, preservation, privacy, intellectual freedom, and the development of the information professions.

Students earning this specialization will gain particular proficiency in managing an information organization or agency (such as a library, school library media center, or corporate information service), designing, developing and managing the resources and services of the agency, and in relating to the external environment in which the organization is located. Those who pursue the focus area in Information policy will be prepared for careers as information specialists in government agencies and the private sector including international agencies and publishing industry.

FOCUS AREAS

In addition to the general specialization Information Policy and Management, students may choose to concentrate on one of the more specific focus areas which follow:

A. Information Policy
B. Children's Services
C. Public Libraries
D. Academic Libraries
E. School Library Media Centers
F. Special Libraries
G. Archives and Preservation Management

MODEL SPECIALIZATION PROGRAM

I. CORE (200, 201, 220, 203, 441) Research Methods Course **24 units**

II. MENU CHOICE

Students earning this specialization will be required to take at least three of the following courses in addition to the six core courses required of all students:

271 Intellectual Freedom & Information Policy Issues
280 Information-Seeking Behavior
289 Information Services in Culturally Diverse Communities
405 Automation of Library Processes
430 Collection Development and Acquisition of Library Materials
442 Library Personnel Administration
491 Interpersonal Communication Issues in Library Systems
498 Internship

MODEL PROGRAMS OF HIGHLY RECOMMENDED COURSES FOR FOCUS AREAS

Each focus area requires course work in addition to the 3 menu choice courses required for the more general specialization in INFORMATION POLICY AND MANAGEMENT. In some cases, faculty advisors may recommend 4 to 8 units of independent study or may strongly encourage students to take an additional internship relevant to the focus area.

III. HIGHLY RECOMMENDED COURSES

FOCUS AREA A: INFORMATION POLICY

207 International and Comparative Librarianship
230 History of Publishing and the Book Trade
231 Contemporary Information Industry and Distribution of Information

246 Social Aspects of Information-Oriented Society
249 Seminar: Special Topics in Information Science
260 Historical Bibliography
283 Legal Research and Bibliography
473 Government Information

OUTSIDE COURSES

Students must also take AT LEAST 2 COURSES outside DLIS related to information policy issues.

FOCUS AREA B: CHILDREN'S SERVICES

Select three of the following courses:
253 Contemporary Children's Literature
446 Library Services and Literature for Youth
465 Library Services and Programs for Children
466 Storytelling to Children and Adults

FOCUS AREA C: PUBLIC LIBRARIES

463 Public Libraries
467 Seminar: Current Topics in Public Library Administration

FOCUS AREA D: ACADEMIC LIBRARIES

461 College, University and Research Libraries

FOCUS AREA E: SPECIAL LIBRARIES

470 Special Libraries and Information Centers

FOCUS AREA F: SCHOOL LIBRARY MEDIA CENTERS

253 Contemporary Children's Literature
464 School Libraries (or 596 covering this material)
498 Internship (A total of 2 internships are required for school library media teacher certificate)

FOCUS AREA G: ARCHIVES AND PRESERVATION MANAGEMENT

201 Information Structures (core course for all MLIS students)
Select four of the following courses:
208 Development of Cultural Information Resources Using Digital Multimedia
230 History of Publishing and the Book Trade
260 Historical Bibliography
261 Analytical Bibliography
282 Management of Digital Records
402 Fundamentals of Bibliography
470 Special Libraries and Information Centers
485 American Archives and Manuscripts
486 Issues and Problems in Preservation of Library Materials
488 Seminar in Advanced Issues in Archival Science
489 Archives and Preservation Internship

GRAPHIC DESIGN/VISUAL COMMUNICATION (UCLA Extension)

418.13 Introduction to Traditional Bookbinding

SCHOOL OF ARCHITECTURE AND URBAN PLANNING

277 Historic Preservation

SCHOOL OF THEATER, FILM & TELEVISION

293 Seminar: Film & Television Curatorship

Depending on the focus area, students will select electives in consultation with their advisors to complete the 72 units required for the MLIS degree.

2.7 THESIS OPTION (Plan 1)

Research for the thesis may be carried out in any of the existing four specialization areas. A master's thesis student is exempt from the MLS comprehensive examination requirement and from the major paper requirement.

2.7.1 Department Guidelines

1. The MLIS thesis committee must be composed of at least three Academic Senate faculty members (two must be in DLIS and the third member may be from the Department of Education or from another department).

2. Students are encouraged to develop their proposal by the end of spring quarter of the first year. For full-time students the thesis proposal should be approved by the thesis committee no later than the end of Fall quarter of the second year.

3. To be eligible to submit the thesis proposal, the student must:
   a. be in good academic standing (cumulative GPA above 3.0)
   b. have met all the DLIS entrance requirements, and
   c. have taken, or be completing in the current quarter the required core and research methods courses.

4. As necessary, any questionnaires or interview forms used in MLS thesis research must be approved by the appropriate Human Subject Protection Committee (HSPC) at UCLA (at the same time as the proposal or shortly thereafter).

5. The thesis requires substantial coursework. In most cases it will involve 12 units total. In addition to 8 to 12 units of directed study 596 or 598,the student's advisor may recommend an additional four units in a course from a cognate department related to the topic of the thesis.
   Recommendations for independent study courses:
   a. LIS 596 "Individual Directed Study" with the thesis advisor on proposal (usually Fall term).
   b. LIS 598 "MLIS Research and Writing" (2 to 8 units may be taken with advisor or readers).

6. Students must obtain the appropriate university forms and instructions from the Student Affairs Officer (1009 Moore Hall).

7. The student is responsible for scheduling a final oral defense of his or her thesis.

8. The student is responsible for filing a revised thesis with the thesis and dissertation manuscript advisor, Office of the University Archivist. The actual thesis might range from 25 to 150 pages, but should be approximately 70 pages long, on average.

2.8 THE COMPREHENSIVE EXAMINATION (Plan 2)

This option is only open to students who entered the MLIS program in Fall 1996 or before.

The comprehensive examination consists of two parts, a specialization paper and a written examination. The written examination tests for breadth of knowledge in library/information science, and the specialization paper demonstrates specialized knowledge in one area of the field.

2.8.1 Written Exam

The objectives are to test master's degree students in LIS for their achievements in studying library/information science as follows:

- The student should demonstrate a mastery of the core knowledge of the field of library and information science. This knowledge consists operationally of the content of those courses in the School which are required at any given time.

▪A profession is a field in which theoretical and technical knowledge is applied by its practitioners to a variety of practical situations whose character cannot be predicted entirely in advance. The second achievement tested by this examination is whether students can apply the theoretical and technical knowledge of library/information science to operational situations.

For the exam, the student writes a response to two questions, the first an essay question testing for the first objective above, and the second a case study question testing for the second objective.

Approximately one month before the exam, students are given a list of questions from which the final, actual, questions will be chosen by the Convener for the exam. One set of questions anticipates the essay question and the other set the case study question. Thus students prepare to answer a variety of questions for each part of the examination, and demonstrate their knowledge by answering the chosen questions during the actual exam.

Many of the same questions may be used from quarter to quarter, with new questions supplanting old ones as new issues arise in the field. To avoid the temptation for students to try to "psych out" which questions will be asked in a given quarter, questions for the examination are chosen from the question lists with the aid of a random numbers table.

2.8.1.1 When the Written Examination Component is Offered

The exam is offered three times a year, once in each quarter of the regular academic year. It is never offered in summer. The exam date is about two/thirds of the way through the quarter.

The exam is normally given on a Friday or Saturday. Students who, for religious reasons, may not take it on Saturday, may request, and will receive, another date from the Convener of the Comprehensive Exam Committee.

The sign-up deadline is one week in advance of the exam date.

2.8.1.2 Mechanics of the Written Examination Component

The exam is given at UCLA in two two-hour sessions separated by a break. The essay question is given in the first session and the case study in the second.

The exam is closed-book and is written entirely in legal-sized blue books supplied by the student. Each student deposits three blank blue books with the Proctor of the exam upon checking in. The Proctor distributes blue books from the pool of those deposited. Bilingual dictionaries are permitted. Except in cases of physical disability, typewriters may not be used. Computers may not be employed.

2.8.1.3 Eligibility

To take the written exam the student must:

1. be in her/his second year of academic residence, in good academic standing (cumulative GPA above 3.0)

2. have met all the LIS entrance requirements, and

3. have taken, or be completing in the current quarter the required core and research methods courses.

For students who entered Fall '91, the core includes 200, 410, 411, 420, 421, 441. For students who entered beginning Fall '92, the core includes 200, 201, 203, 220, 441. All students must have completed, or be completing, the research methods course.)

2.8.1.4 Scoring the Written Exam

At the time of the exam students are given a number and only that number is recorded on the blue books so as to make the grading of the exams anonymous. The Proctor keeps the key. Readers are also anonymous to the student. The Convener keeps the key.

Each exam is read by two readers who are ignorant of each other's scores. Each reader gives each of the student's two questions a separate grade of pass or fail. Where the reader passes both responses on a given student's exam, the reader is assumed to have passed that student; the opposite holds true where the reader fails the student in both parts of the exam. In the case where the reader passes a student's response to one question and fails that student's response to the other question, the reader is asked to give a third grade of pass or fail to the overall exam.

In the case where both readers pass the student or both fail the student, the student is considered to have passed or failed, respectively, the written examination component. Where the two readers differ, a third reader is asked to read the exam and break the tie.

2.8.1.5 Notification of Results

Students are notified of the results of their exams by U.S. mail.

2.8.1.6 Failure Procedures

When an individual fails the exam, the Advisor is notified and given any feedback from readers on why the student failed. The Advisor works with the student to prepare for a retaking of the examination.

The exam may be retaken in the next quarter in which it is given. If the student fails the second time, the exam is administered orally by a panel of three faculty members for the third and final time, and a final determination is made.

2.8.1.7 Appeals Procedure

An individual may appeal the result of the written examination to the faculty through her or his Advisor or through the convener of the Comprehensive Examination Committee. Appeals are normally heard on grounds of incorrect procedure only, not on the basis of objection to the substantive judgment of readers.

2.8.2 Specialization Paper Component

The specialization paper requirement is met by completing a major paper in an elective course. [TAUGHT BY A MEMBER OF THE GSE&IS LADDER FACULTY; THE PAPER MUST COUNT AT LEAST 50% OF THE COURSE GRADE.] A grade of B or better must be earned in this course. Normally the paper will be in the student's area of specialization. Students may NOT use the same course to satisfy both the paper and the research methods requirement.

[Prior to the beginning of registration each term, library and information science faculty members will indicate which courses will have a major paper as a requirement or an option. To verify that the paper has been completed, the faculty member for whom the paper was produced will sign the library and information science graduation form.]

2.9 THE PORTFOLIO ASSESSMENT REQUIREMENT (Plan 2)

2.9.1 Continuing Students, 1997-1998

Continuing students in the 1997-1998 academic year have the option of taking the comprehensive exam, preparing a portfolio, or writing a thesis. They must declare which option they are taking in the fall quarter, 1997.

Those taking the portfolio option will be scheduled for their formal portfolio assessment beginning with the first week of the spring quarter. Students will assemble their portfolios as follows:

2.9.1.1 Components of the Portfolio

1. Self-assessment
   a. Statement of significant learning from the core topic areas.
   b. Student's description/definition of area of specialization, with a statement of achievements to date.
   c. Student's general statement of achievement in the MLIS program, outlining how he/she has met personal goals for learning through course work, internships, and/or extracurricular activities.
   d. Statement goals for continuing education.
   e. Self-assessment of participation in professional, organizational, and other service activities.
   f. Statement of professional goals.
   g. Self-assessment of student's leadership potential.

2. Examples of student work
   a. One or more examples of work from a core course.
   b. One or more examples of work from an elective course in area of specialization (not the major paper or thesis).
   c. The major paper or thesis.

3. A record of the student/s advising history.

4. A professional résumé.

5. Any other supporting documentation that the student wishes to present

2.9.1.2 Professional Development Class

The Professional Development (LIS 400) course is designed to help students assemble their portfolios and to think systematically about their ongoing professional development. It is not a required course, but it will be offered in the winter quarter for those students who wish to take it.

2.9.1.3 Presentation of the Portfolio

1. Student assembles three copies of portfolio which are filed with the Office of Student Services by Friday the second week of the quarter in which the Portfolio Presentation (normally held on Fridays) is scheduled.

2. PPC assembles review panels consisting of the student's advisor, one additional faculty, and one practitioner. Student Services schedules student presentations, trying where possible to include a practitioner from the student's area of specialization. Faculty are scheduled in consecutive time blocks. In other words, Virginia Walter's students present their portfolios on the same day.

3. Portfolio presentations are scheduled one and a half hours apart. The review panel has half an hour to look at the portfolio. The student has fifteen minutes to make a formal presentation of his/her portfolio. Ordinarily, the presentation would include a brief statement of the student's accomplishments in the MLIS program, a description of the student's professional goals, and a highlight of one example of student work, which may be presented in any format. The review panel may question the student about any aspect of his portfolio. In the final minutes of the presentation, the review panel and the student have a general discussion of the student's academic work and professional goals.

4. The review panel has up to half an hour to discuss the student's work privately and assign a grade as follows:

Pass with distinction
Pass
Fail

Review panels will make written comments to justify assignment of "pass with distinction," and "Fail" evaluations to the portfolio. Students who fail must correct problems and make a successful portfolio presentation in order to graduate.

Portfolios will be evaluated on the following points:

Completeness
Overall quality of student course work presented
Evidence of student reflection on academic work, progress towards meeting professional goals, and future plans
Appearance of portfolio
Oral presentation.

Students will be notified of the review panel's decision by Student Services.

2.9.2 Students Entering Fall 1997 and After

All students entering the MLIS program in fall of 1997 and after have the option of preparing a portfolio, or writing a thesis.

The portfolio preparation and presentation is to be a culminating experience for the years in the MLIS program, comparable to the comprehensive examination or thesis. The portfolio is to be a presentation of its author's professional self, as developed in the MLIS program. The student presents the recorded form of the portfolio in advance, then gives an in-person presentation to a panel of three.

As of Fall 1998, the comprehensive examination is no longer an option. Students wishing to write a thesis should consult with their advisors to make appropriate arrangements. The portfolio assessment is optional for those writing a thesis, and required for those not writing a thesis.

2.9.2.1 Goals of the Portfolio

The general goals of the portfolio assessment are the following:

1. Provide an opportunity to integrate one's learning across the entire MLIS.
2. Develop skills and awareness in the management of one's own professional career.

The specific goals of the portfolio assessment, designed to meet the above general ones, are the following:

1. Present one's cumulative accomplishments in the MLIS program.
2. Reflect on one's significant learning in the program, especially in the core.
3. Reflect on one's career goals, and how the work in the program has moved one toward that end.

NOTE: Though this project is intended to be a culminating experience for study for the MLIS degree, it is also intended to be the first project or activity one carries out as a professional. As a professional, one must meet the requirements of a project or report, to be sure, but also express and carry forward one's own professional objectives and interests. The student should worry less about pleasing the panel or satisfying the formal requirements--by the end of the second year in the program that should be an easy challenge—and think more about shaping and articulating one's own career for presentation.

2.9.2.2 Professional Development Course

The Professional Development course (LIS 400) is designed to help students assemble their portfolios and to think systematically about their ongoing professional development. It is not a required course, but it will be offered in the winter quarter for those students who wish to take it.

2.9.2.3 Portfolio Preparation

As the portfolio is to demonstrate the growth and reflection of the student during the MLIS program, it is highly advisable to anticipate this project from the beginning of the program. In a meeting with the advisor each quarter, the student identifies current interests and goals for learning, and notes where those interests and objectives have changed. Such reflection throughout the program greatly enhances the quality of the final result.

Example goals for learning:

•To become familiar with career options in the film industry.
•To learn how public libraries can help adults acquire literacy skills.
•To acquire the minimum knowledge and skills needed to work as a cataloger in an academic library.
•To complete the requirements for the California School Library Media Credential.
•To satisfy the pre-professional education requirements of the Society of American Archivists.
•To become proficient in multimedia design and development.

By the end of the first year, or the completion of 36 credits, the student should have identified three to five goals for learning which s/he can present with the portfolio. Such goals may change as one progresses through the program; part of the portfolio preparation is to be able to articulate professional objectives and the motivations that lead to changes in them.

In this process, the advisor should be an important source of information and mentoring. If the advisor relationship is not fulfilling in this regard, the student should consult with other faculty and/or change advisors. As the advisor will head the review panel, it is recommended that the student show the portfolio in advance to the advisor, in order to get
any needed feedback.

2.9.2.4 Portfolio Components

1. Self-assessment.
   a. Statement of significant learning from the core topic areas.
   b. Student's description/definition of area of specialization, with a statement of achievements to date.
   c. Student's general statement of achievement in the MLIS program, outlining how he/she has met personal goals for learning through course work, internships, and/or extracurricular activities. NOTE: When referring to courses by number, the full course title should also be provided, so outside reviewers can understand the reference. "Special Topics" courses should be further described.
   d. Statement of goals for continuing education.
   e. Self-assessment of participation in professional, organizational, and other service activities.
   f. Statement of professional goals.
   g. Self-assessment of one's leadership potential.

2. Examples of work
   a One or more examples of work from a core course
   b One or more examples of work from an elective course in area of specialization (not the major paper or thesis)
   c The major paper or thesis.

3. A record of student's advising history.

4. A professional resume.

5. Any other supporting documentation that the student wishes to present.

2.9.2.5 Portfolio Submission

Students wishing to present their portfolio must meet these requirements:

•Both prerequisites for the program completed.
•One year of academic residency completed.
•Must be in good academic standing, i.e., minimum cumulative GPA = 3.0.
•Must have finished or be in the process of taking that quarter the core classes and the research methods requirement.
•All incompletes completed.

Three copies of the portfolio are due to Student Services by Friday of second week of the term in which the portfolio is to be presented.

The presentation copy goes to the advisor.

All portfolios must be small enough to fit into a #7 Jiffy bag.

Paper format is still considered the criterion format for the time being. The portfolio should be in paper form; anything in other forms is considered extra.

Materials presented in non-paper form should have paper-based instructions noting the technical support needed for presentation.

2.9.2.6 Portfolio Presentation

Portfolio presentations may be made in Fall, Winter, and Spring only. Students normally make presentations in their final quarter in the program. Those completing work in summer generally present the portfolio in Spring quarter.

Students must notify Student Services of intent to present the portfolio no later than the fifth week of the quarter BEFORE the one in which they intend to present, so that the appropriate review panels can be scheduled.

The Professional Programs Committee (PPC) sets dates for portfolio presentations early in each quarter. All portfolios are due on the same date each quarter, though presentations may range over several weeks from the middle to the end of the quarter. Portfolio copies will be given in advance to the members of the review panel.

The PPC assembles review panels consisting of the student's advisor, one additional faculty member, and one practitioner. The practitioner must have an MLIS or equivalent level of education and experience, to be determined by the faculty. Student Services schedules student presentations, trying, where possible, to get a good match among practitioner, faculty and student interests, but an ideal match cannot be guaranteed, beyond including the advisor on the panel.

Portfolio presentations are scheduled for a total of 45 minutes. The first five minutes or so are devoted to a discussion among the panel without the student present, the next 20-25 minutes are for the presentation to the panel, and the final 15-20 minutes are for the panel discussion *in camera*. It is the obligation of the student (and, if need be, the advisor) to limit the presentation to the allotted time. For the portfolio presentation portion only, outsiders may be admitted with the permission both of panel members and student presenter.

Ordinarily, the presentation includes a brief statement of the student's accomplishments in the MLIS program, a description of the student's professional goals, and a highlight of one example of student work, which may be presented in any format. The review panel may question the student about any aspect of the portfolio. In the final minutes of the presentation, the review panel and the student have a general discussion of the student's academic work and professional goals.

2.9.2.7 Portfolio Evaluation

Review panels evaluate the portfolio on the following points:

•Completeness
•Overall quality of student course work presented
•Evidence of student reflection on academic work, progress towards meeting professional goals, and future plans
•Appearance of portfolio
•Oral presentation.

The review panel assigns one of three grades: Pass with distinction; Pass; Fail.

The review panel makes written comments to justify assignment of "Pass with distinction" or "Fail" evaluations to the portfolio.

Students who fail must correct problems and make a successful portfolio presentation in order to graduate. If the sources of failure are modest, the panel will give recommended revisions to the advisor, who will oversee the student's reworking of the portfolio in time to present again during the same quarter. If the sources of failure are major, or if a student with modest problems wishes to take longer to revise the portfolio, then the student must enroll in the next quarter or pay a filing fee and present the portfolio again in the usually scheduled time period for presentations.

Failure a second time leads to being dropped from the program.

Students are notified in writing within two weeks of presenting the portfolio.

2.10 DISQUALIFICATION AND APPEAL OF DISQUALIFICATION

Termination of graduate status may be recommended if students fail to maintain substantial progress toward completion of the degree; or if the cumulative grade-point average falls below a 3.0 or, if the work in any two consecutive quarters falls below a 3.0 average, or by failure of the comprehensive examination on two successive tests. Such a recommendation is made by the Executive Committee of the Faculty based on the advice of the faculty adviser and the Chair. The Chair will notify the student in writing of the decision together with the reasons for it. Students may appeal such action by formal petition to the faculty.

BEST COPY AVAILABLE

SECTION 3. THE POST MLS CERTIFICATE OF SPECIALIZATION

The Post MLS Certificate of Specialization Program meets the need for specialized training in various areas of information policy, information access, information systems, libraries and other information institutions, and information organization, as well as research competence. Further specialization within these fields is possible. A minimum of nine courses (100, 200, 400, and 500 series) must be completed in the Department of Library and Information Science and other departments of the University. A research paper, bibliographical study, or literature survey appropriate for publication (in a professional or scholarly journal or as a separate paper) must be completed by the final quarter of study, usually in connection with enrollment in course 596. The specialization paper or project is required even if you have an advanced academic degree in which a thesis or dissertation was a requirement and must be approved by your faculty adviser.

The Post-MLS Certificate of Specialization is designed for holders of the MLS degree who either:

1. Want to redirect their careers and need the structure of a nine-course program and specialization paper to accomplish that;

2. Want to update knowledge and skills across the discipline, and require the structure of a nine-course program and specialization paper to accomplish those goals;

3. Recently graduated from a less comprehensive MLS degree program than that offered by UCLA and did not have the opportunity to specialize.

Part-time enrollment is encouraged to provide flexibility for the working librarian. Opportunities for relevant coursework outside the department and internship, both on and off campus, are available. Applicants must provide a well-articulated academic plan and find a faculty sponsor. Individual interviews are required.

SECTION 4. THE DOCTORAL PROGRAM

4.1 GENERAL DESCRIPTION

The degree of Doctor of Philosophy is conferred by the University in recognition of high attainments and scholarship in a chosen field. Information Studies is one such field. The DLIS PhD degree program provides an opportunity for the student to demonstrate qualifications for the degree, first, by passing a series of written and oral examinations and, second, by writing a dissertation. The Master of Library and Information Science degree may be taken concurrently by students entering the Program without an MLS equivalent degree; these students are awarded MLIS when they pass the Written Qualifying Examination, and the PhD upon completion and successful defense of the doctoral dissertation.

The Program is administered within the Department by the Doctoral Program Committee (hereafter, DPC), which oversees and coordinates the academic progress of individual doctoral students and their work with Department faculty. The DPC is chaired by a Convener who is appointed by the Department Chair for a 3-year term.

4.1.1 Specialization Areas

PhD students specialize in one of three Program areas (for specific faculty research interests in these areas, see Appendix A):

a. Information Storage and Retrieval.
This area deals with intellectual principles for the organization of information. It includes principles for the design of systems for acquiring, organizing and retrieving information. Such systems, which may be manual, automated, or expert, range from paper-based bibliographies, catalogs and reference works to global online databases and networks. To the extent that the design of information systems is predicated upon their evaluation and use, this area also includes system-specific user studies.

b. Information Policies and Issues.
This area deals with the social, political, and economic influences on the development of information studies and information-related institutions, resources and practices.

c. Information Seeking and Use.
This area deals with the cognitive and behavioral aspects of the inquirer's information needs and uses. The area includes the inquirer's characteristics, information problems, psychological needs, uses of information and information technologies, information transfer, and aspects of question mediation.

4.2 GOAL AND OBJECTIVES

The goal of the DLIS PhD program is to prepare the student to engage in creative research, ordinarily as part of a career in university teaching or professional institutions (e.g., government, policymaking, or consultation). Research in information studies deals with significant problems of information, knowledge, and the technologies and institutions which shape their nature and use. The Program requires rigorous intellectual discipline, meticulous scholarship, and full dedication to this field of study.

The primary objective of the DLIS PhD Program is to *assure that students are capable of making significant contributions to knowledge in the field through the conduct of original research.* This primary objective entails several intermediary objectives, which require that the Program:

1. Assure that candidates for the PhD demonstrate a thorough understanding of the field of information studies, including the basic competencies required for research/scholarly work.

2. Enables graduate students to identify significant research problems in information studies and to

apply appropriate techniques to their solution.

3. Provides the means for students to gain experience in the use of research methodologies.

4. When such opportunities are available, provides the means for students to gain university teaching experience.

4.3 STAGES IN THE DOCTORAL PROGRAM

Stage One: The student completes course work, independent research, and other work to satisfy PhD course requirements as needed and to prepare for the PhD Written Qualifying Examination (WQE), and then takes the Examinations. During this stage the student is supervised by a Faculty and the DPC.

Stage Two: The student develops a proposal for the dissertation and defends it before a Doctoral Committee selected by the student, nominated by the Chair of the Department, and appointed by the Dean of the Graduate Division. This proposal defense is referred to as the Oral Qualifying Examination (OQE). Upon passing the OQE, the student is advanced to doctoral candidacy. During this stage, the student is supervised primarily by his/her Doctoral Committee, especially the Chair (who is considered the student's principal advisor), and secondarily by the DPC.

Stage Three: The student writes the dissertation and defends it in a Final Oral Examination. During this stage the student's progress is supervised by the Doctoral Committee.

4.4 ACADEMIC RESIDENCE AND TIME-TO-DEGREE REQUIREMENTS

4.4.1 Academic Residence

Doctoral students are required to complete at least two years of academic residence in graduate status at the University of California, including one year (ordinarily the second) in continuous residence at UCLA. If the master's degree was earned at UCLA, one year of the residence requirement may have been met toward the doctorate. A graduate student is in academic residence if he/she completes at least one course (4 units) in graduate or upper division course work during a quarter.

4.4.2 Registration and Enrollment

Like other doctoral programs at UCLA, the PhD in Information Studies is a full-time graduate program. Students are required to be registered and enrolled full-time throughout each quarter that they are in residence in the Program. According to the University catalog,

"Three courses (or 12 units) per term are considered the normal enrollment for graduate students and are required for students not in doctoral candidacy to be counted for full-time standing in the University's official enrollment records. Therefore, you will be directed by your department to enroll full time whenever possible.

> "Throughout their appointments, teaching assistants are required to be registered and enrolled in at least eight quarter units and graduate student researchers in at least 12 quarter units. Those assistants/researchers who take a leave of absence, or withdraw, terminate their appointments. Course 375 for teaching assistants and independent studies at the 500 level for graduate student researchers may be included in reaching the eight- or 12-unit load.
>
> "Graduate students holding fellowships must be enrolled in at least eight units, both before and after advancement to candidacy. The eight-unit minimum required per term may include, among others, the 500 series (individual study or research).

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...You must be registered to receive financial aid, use University facilities, or take any University examination except the master's comprehensive or doctoral final oral examination."

All DLIS PhD students must enroll *no later than the second week of classes* each quarter for the minimum number of units. The University provides no funding to the Department for students who enroll after the second-week deadline.

Students holding appointments as Teaching Assistants or Special Readers are referred to the DLIS *TA/SR Guidelines* for a complete description of the responsibilities and requirements for TAs and SRs.

Students should consult the University catalog for a complete description of the University's registration and enrollment requirements. Information Studies students are expected to understand and abide by the University registration and enrollment requirements.

4.4.3 Time-to-Degree

The time-to-degree for a program is the number of quarters established as reasonable limits for students to complete requirements for the doctorate from the time of matriculation into graduate status in the University of California.

4.4.3.1 Guidelines for Maximum Time-to-Degree

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The Department receives no funding for students registered after the ninth quarter past advancement to candidacy. Students who have not completed the degree by that time may lose eligibility for further financial aid from the Department. Students remaining in the Program beyond this limit may also be required to retake coursework or qualifying exams. Time-to-degree is also considered in the awarding of dissertation year fellowships by the University.

4.5 OVERVIEW: ADMINISTRATIVE ROLES AND RESPONSIBILITIES.

4.5.1 The Doctoral Program Committee (DPC)

The LIS Doctoral Program Committee oversees the program and reviews the progress of each student prior to that student's passing the qualifying examinations.

The DPC is comprised of at least three full-time faculty members from the Department, including the DPC Convener, all of whom are appointed by the Chair; one student member, who is selected by the doctoral student body as a whole; and the Student Affairs Officer for DLIS. Faculty Advisors may be asked to represent their advisees when those students' progress is being reviewed by the DPC. The Student Affairs Officer is an *ex officio* member. Student members participate and vote on policy matters, but may not be present for consideration of confidential matters pertaining to students (e.g. readiness to sit for written examination, approval of individual student examination areas, etc.). A quorum (for non-confidential matters) consists of a minimum of two faculty members and one student member; for confidential matters,

a quorum consists of two appointed faculty members and the *ex officio* member. Agenda items are submitted to the DPC Convener at least one week before each DPC meeting. The Convener maintains a master agenda reflecting all matters proposed and meeting dates when discussion is likely to occur during the year.

4.5.1.1 Responsibilities of the Doctoral Program Committee:

1. Oversees Doctoral Program.

   a. Reviews policies and procedures related to the PhD Program and makes recommends changes as appropriate.
   b. Reviews PhD curriculum and course offerings and makes recommends changes in the program as appropriate.

2. Oversees Individual Students.

   Reviews progress of each PhD student; conducts annual review (until advancement to candidacy) of each student's progress according to established procedures and policies.

3. Oversees Written Qualifying Examination.

   a. Major Area Examinations

      1) Approves students' major focus areas, reader selections, and questions, based on the advice of each student's Faculty Advisor and Readers.
      2) Obtains questions in final form from Readers/Advisor and delivers them to the Student Affairs Officer
      3) Appoints a third Reader when necessary to resolve disagreement between a student's chosen Readers.

   b. Minor (Standardized) Area Examinations.

      1) Sets dates for administration twice per academic year, in January and May.
      2) Selects readers and tie-breakers for all three areas of the curriculum in the fall quarter of each year.
      3) Approves reading lists and questions for the three areas, as prepared and submitted by area readers and tiebreakers.
      4) Delivers examination questions in final form to the Student Affairs Officer.

4. Admits Doctoral Students.

   The Doctoral Program Committee also admits students to the PhD Program, and making final admissions decisions after applicants are screened by the Admissions, Awards & Recruitment Committee. In this capacity the DPC conform to the written policy and procedure admission statement approved by the Graduate Division.

4.5.1.2 Doctoral Program Committee Convener.

The Convener of the Doctoral Program Committee is appointed by the Department Chair for a renewable term of three years. The Convener coordinates all DPC activities and on a day-to-day basis acts as the administrator of the Program. Either the Convener or another DPC member may serve as the liaison for the Program on other Department Committees. The Convener is given signature authorization by the Department Chair to make decisions or approvals in matters relating to DLIS doctoral students.

4.5.1.2.1 Responsibilities of the Doctoral Program Committee Convener:

1. With the assistance of Department administrative staff, prepares DPC agenda, chairs meetings, records action taken, and prepares and distributes meeting minutes to faculty and students.

2. Involves Committee and other interested faculty in the selection of students for admission into the PhD program.

3. Reports DPC recommendations, actions, and other business to the Executive Committee of the Faculty and solicits feedback.

4. Initiates and coordinates the annual review process for students who have not been advanced to candidacy.

5. With the assistance of Department administrative staff, drafts and revises documents for doctoral program policies and procedures.

4.5.2 Faculty Advisor

The Faculty Advisor works closely with the students to determine the student's coursework according to PhD Program requirements and student interests, to help the student develop particular research interests and foci, and to advise the student on any other matters related to his/her academic progress. Students are required to have Advisors through the successful completion of the Written Qualifying Examinations. After the written examinations, the advising role shifts to the student's Doctoral Committee, especially the Chair of the Committee, who are selected by the student in consultation with the Advisor or other faculty. The original Advisor may, but need not be, selected by the student to Chair or sit on the Doctoral Committee. The student and the Faculty Advisor work together to formulate the student's program and ensure the student's progress.

Students admitted to the Program may select and advisor from among tenure-track DLIS faculty, or the DPC may identify a faculty member who agrees to serve as a student's advisor. At any later point, the student may ask a different faculty member to serve as his or her Faculty Advisor for any reason, at the discretion of the student. After agreement with a new Advisor, the student notifies the prior Faculty Advisor of the change in writing with copies to the DPC Convener, the Student Affairs Officer, and the new Faculty Advisor. The student's progress in the program is not negatively evaluated or otherwise affected by changing Advisors. Evaluations of students are based on performance, not on the nature of the advising relationship.

4.5.2.1 Responsibilities of the Faculty Advisor

1. Stage One: Course Work and Preparation for the Written Qualifying Examination

   a. Program planning responsibilities:

      1) Meets with student to discuss the student's objectives; assesses strengths, weaknesses in the student's background with respect to meeting these objectives; identifies means to achieve objectives.
      2) Evaluates student record and determines with DPC approval the number and type of courses the student must take to meet departmental requirements for the PhD as needed.
      3) Helps student identify other appropriate courses which might be useful in his/her program of study.

   b. Responsibilities related to the Written Qualifying Examination:

      1) Helps student to identify major focus area and potential Readers.
      2) Guides student in reading and preparation for the two minor examination areas.
      3) Meets with Readers and with the DPC as necessary to review advisee's focus area, edit questions for the examination, and obtain necessary approvals.

   c. Responsibilities related to annual student reviews:

      Submits a written annual evaluation of the student's progress to the DPC. Prepares a written assessment of the student's objectives, strengths, weaknesses, indicating the proposed

program; submits this assessment to the DPC by the beginning of the third quarter of the student's program, and annually thereafter until the student is advanced to candidacy.

2. Stage Two: Responsibilities Related to the Oral Qualifying Examination

   a. Guides the student in the preparation of the dissertation proposal.

   b. Helps the student identify potential members of the Doctoral Committee. Acts jointly with the student and the Department Chair to recommend the members of the Doctoral Committee to the Graduate Division.

   c. If more than a year elapses between the student's Written Qualifying Examination and the Oral Qualifying Examination, the Faculty Advisor submits a written evaluation of the student's progress to the DPC as part of the annual review process.

3. Stage Three: Responsibilities Related to the Dissertation and Defense

   a. As Chair of the Doctoral Committee, guides the student's dissertation progress.

   b. With other members of the Doctoral Dissertation Committee, evaluates the student's progress.

4.5.3 The Doctoral Committee

Members of the Doctoral Committee are nominated by the Department Chair after consultation with the student, and are appointed by the dean of the Graduate Division, who act for the Graduate Council. Doctoral Committees must be approved by the Graduate Division before they begin their committee functions. The Committee must be appointed prior to holding the oral qualifying examination

Ph.D. committees consist of a minimum of four faculty members from UCLA who may be: any rank of professor (assistant, associate, or full); professor or associate professor emeritus; any rank of professor-in-residence; or acting professor or acting associate professor. Three of the four members (including the chair) must hold appointments in the student's major department, and one must hold an appointment in a department "outside" the major department. Two of the four members must hold the rank of professor or associate professor. By petition, on of the minimum four members may be a faculty member from another UC campus who holds an appropriate appointment.

Also, by petition a fifth member may be appointed from another institution outside the UC system. In this case, a statement must be submitted by the Department Chair to the Graduate Division describing the prospective appointee's affiliation and title, that he or she holds the doctorate, that he or she has special and necessary expertise that cannot be duplicated on campus and that he or she will serve without stipend. Additional members (above the minimum of four), if appointed, have the same voting rights and responsibilities as the other committee members.

4.5.3.1 Responsibilities of the Doctoral Committee:

1. Conducts an oral qualifying examination to determine whether a candidate is qualified for advancement to candidacy for a doctoral degree.

   This examination is open only to the Committee members and the student. All members of the Committee must be present at the examination. It is the duty of the chair to see that all members of the Committee are present. Each member of the Committee reports the examination as "passed" or "not passed." A student may not be advanced to candidacy if more than one member votes "not passed" regardless of the size of the Committee. Upon majority vote of the Doctoral Committee, the oral qualifying examination may be repeated once. Students must be registered to take written and oral qualifying examination. If such examinations are to be taken in the summer, the student must have been registered in the immediately preceding Spring term.

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2. Approves the subject for the dissertation and provides the guidance required for progress toward the degree.

3. Reads, approves, and certifies the dissertation. Final approval and certification depend on the student's performance in an oral defense of the dissertation before the Committee. The same requirements outlined above for the oral qualifying examination apply to the oral defense of the dissertation.

4. In addition to the above duties and responsibilities, the "outside" members have the responsibility to see that standards of performance on a campuswide and universitywide basis are maintained. In this role, they serve as the public and are entrusted to ensure that fairness, equity, and academic integrity have been preserved by the Doctoral Committee.

5. For all doctoral students who plan to file the dissertation ten or more years after the date of their advancement to candidacy, the Doctoral Committee chair must provide a letter to the Graduate Division indicating why the student should not be required to repeat requirements (coursework, oral qualifying examination). This case must be reviewed by the Graduate Division before the student is permitted to file the dissertation.

4.5.4 Student Affairs Officer

The Student Affairs Officer is a staff member in the Office of Student Services who assists DLIS faculty and students with the operational details of admissions and recruitment, advisement, fellowships and other financial aid, and other tasks related to student services. As part of these duties, the Student Affairs Officer participates in relevant DLIS faculty and committee meetings, meets individually with students needing information about specific degree- or financial aid-related requirements or procedures, maintains student records and current files, and provides operational information and assistance to faculty in their roles as student Advisors, instructors, or doctoral committee members.

4.5.4.1 Responsibilities of the Student Affairs Officer

1. Maintains files for applicants, enrolled students and graduates.

2. Prepares files for DPC review (including files of PhD written work).

3. Provides forms (e.g., Nomination of Doctoral Committee) to PhD students upon request.

4. Schedules appointments with students who wish to review their files.

5. Maintains a list of approved dissertation proposals and ensures that approved dissertation proposals are filed in student's work files.

6. Maintains a list of all completed dissertations.

7. Provides administrative support for Written and Oral Qualifying Examinations:

   a. Notifies DPC members of examination dates, times, and rooms by established deadlines.
   b. Reproduces and distributes to students to students the questions for the Written Qualifying Examination.

   c. Keeps on file copies of proposal, dissertation, and abstract which have been received from the student

8. Provides administrative support for the Oral Defense of the Dissertation:

   Keeps on file copies of the dissertation and abstract which have been received from the student.

9. Provides administrative support to Convener of the Admissions, Awards, & Recruitment Committee:

   a. Summarizes information about awards for publication in the *Bulletin* and posts notices in Awards Notebook in the Office of Student Services.
   b. Provides application forms for awards in the Office of Student Services, as appropriate.

10. Assists with orientation.

4.6 STAGE ONE: COURSE WORK AND THE WRITTEN QUALIFYING EXAMINATION

4.6.1 Course Work

A student may enter the PhD Program directly from the bachelor's degree, midway through a Master's degree, after obtaining an MLIS-equivalent degree, and/or after obtaining advanced degree(s) in another field. Because students may enter with a variety of backgrounds, course requirements for each student must be individually determined within a general framework of the required preparations for the doctorate.

Students may elect to take the MLIS degree concurrently with the PhD. In these cases, careful course selection may enable a student to complete the course work for both degrees in a shorter time than would usually be necessary if the two programs were taken serially.

The Advisor and the student work out a course of study that meets the following requirements, and which prepares the student adequately for the Written Qualifying Examination, the MLIS Comprehensive Examination, if necessary, and for doing the dissertation. Depending on his/her background and chosen interests, the student may be required to take or audit more courses than the minimum number. The course of study is developed under the oversight of the DPC, which may comment or make suggestions in the course of the student's annual review.

4.6.1.1 Course Requirements for the PhD

Core Courses: (Four courses; 16 units). Four doctoral-level core courses are required for the PhD in Information Studies. A series of three proseminars is required which introduces students to central research issues in the specialization areas of information storage and retrieval, information policies and issues, and information seeking and use (LIS 213, 214, and 215, respectively). An introductory research methods course (LIS 291) is also required. The proseminars and research methods course must be taken in the first year of study, and students should take the advanced seminars in the second year to prepare for the WQE.

Specialization Courses: (Three courses; 12 units). The PhD specialization consists of a minimum of three advanced courses taken in the Department in the student's chosen area of specialization (Seeking & Use, Storage & Retrieval, or Policies & Issues). Whenever possible, these courses should be selected from the Department's 200-series courses, which are research and theory-based, rather than 400-series courses, which are more applied. However, advisors may permit doctoral students to take 400-series courses in special cases depending on the student's research interests.

Advanced Doctoral Seminars: (Three courses; 12 units). After completing LIS 213, 214, and 215, doctoral students must take a series of three advanced doctoral seminars, one in each area of the curriculum (LIS 273, 274, and 275). The proseminars serve as prerequisites to the advanced doctoral seminars.

Methods Courses: (Three courses; 12 units): As noted above, PhD students must take an introductory research methods/research design course as part of the doctoral core prior to enrolling in three additional required doctoral-level methods courses, which may be taken in DLIS, in the Department of Education, or elsewhere at UCLA. Students entering the program with one or more statistics or other methods courses may not transfer in these courses to satisfy the methods requirement; instead, the student will be required to take three courses at a more advanced level beyond those courses already taken. At the discretion of the Advisor, with oversight by the DPC, the student may be required to take methods courses beyond the requirement of three as needed for the student's particular research activities.

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Methods courses should be selected so that they form a coherent series that is appropriate to the student's research interests and needs. Many students may decide to fulfill their methods requirement by taking courses in the Department of Education, either in quantitative methods (i.e., statistics) or qualitative methods (i.e., fieldwork, ethnography). Students intending to conduct historical research should choose a series of three courses in historical sources and historiography from other University departments (see Appendix B for a list of suggested methods courses).

Cognate: (Three courses, 12 units): Students are required to take a cognate, consisting of a minimum three graduate-level courses chosen from other UCLA Departments or Schools. Together, the cognate courses should comprise a coherent subject or specialty that relates to the student's main research interests. Students must prepare a cognate proposal, to be reviewed and approved by their Faculty Advisor and the DPC before beginning their cognate courses (ordinarily in the first year). The proposal must describe the topic and list and justify the cognate courses the student plans to take.

4.6.2. Additional Program Requirements

Colloquium: (1-4 units). Doctoral students in Information Studies are required to enroll for LIS 272 the first three quarters of the program. Enrolment during subsequent quarters may be required by the individual student's advisor. Doctoral colloquia are scheduled approximately once a week. The Doctoral Colloquium features presentations on DLIS faculty research in progress, student research work (e.g., dissertation proposals or student conference papers), as well as talks by visiting scholars. A writing component may be incorporated.

Research/Teaching Apprenticeship: (Units to be determined by the student in conjunction with his/her advisor). Doctoral students are required to participate for a minimum of three quarters in research or teaching apprenticeship activities for course credit. These three quarters must be completed prior to the written qualifying examination. This requirement can be satisfied by properly evaluated work as a Graduate Research Assistant or Teaching Assistant, or by participation in their advisors' research projects. Teaching Assistants must enroll for LIS 375 and GSRs or students working on advisors' projects must enroll for LIS 596 to receive proper apprenticeship course credit. The first priority for Teaching Assistantships will go to students in the second year or later (as such assistantships are available; for application procedures, see the DLIS *TA/SR Guidelines*). The apprenticeship requirement is designed to involve students in research and teaching from the outset of the program, and to help insure that students spend a substantial amount of their time working with other Department students and faculty.

Note: Students entering in fall 1997 will be grandfathered into these 1998 revised requirements. The details will be determined by the student and advisor.

4.6.3 Written Qualifying Examination

After completing most or all of the required course work, the student takes the Written Qualifying Examinations. Three separate examinations are taken one in each of the specialization areas.

Working with his or her advisor, the student identifies one of the three areas as his/her major area, with the other two as minor areas. For the minor areas, all students take the same standardized examination (see the next section). For the major area, the student selects two readers from the DLIS faculty and writes an area description and bibliography that reflect his/her particular research interests, under the guidance of the readers. The DPC reviews and gives final approval to the area description and bibliography. Based on the approved area description, the Readers draft major area questions, which are reviewed and approved by the DPC. The DPC conveys the approved questions to the Student Affairs Officer, who prepares them for administration to the student.

Minor examinations in the three specialization areas are offered serially on a Monday, Wednesday, and Friday of the same week, twice yearly. Students take their two minor exams at one of these administrations, and make arrangements with the Student Affairs Officer to take the third (major) examination during the same quarter.

4.6.3.1 Purpose

In the Written Examination, the student will:

1. Demonstrate substantive knowledge of the core literature in the field in three specialization areas.

2. Demonstrate ability to identify and conceptualize significant research problems, showing both analytical and synthetic skills.

3. Demonstrate ability to apply appropriate research methodologies and analyses to various research problems.

4.6.3.2 Preparation and Readiness

Students should complete most of their required course work prior to taking the written qualifying examinations, including all core, specialization, methods, and advanced doctoral seminar requirements. All incompletes must be satisfied before taking the written qualifying examination.

To prepare for writing the examinations, the student is expected to have read extensively in all three areas. "Recommended Reading Lists" are available for each area and are updated each year. Students may take directed studies courses with faculty readers (LIS 597, Directed Studies for Ph.D. Qualifying Examinations) and/or consult with faculty for guidance in the field and clarification of the literature. As examination time nears, the Faculty Advisor may have the student write a practice question or two to detect and remediate any remaining weaknesses in preparation.

4.6.3.3 Content

The examination presents students with comprehensive questions that require analysis and are best addressed by drawing upon a wide background of reading and experience. The questions require consideration and synthesis of elements from more than one area of information studies, as well as related cognate fields. Successful completion of any portion of the exam will require logical analysis of the question and an orderly presentation of the basic elements of concern in clear, standard English prose. While students will be expected to marshal appropriate factual information, the emphasis of the examination will be on analysis of the question and synthesis in the response. The focus is not on the retention of isolated facts as such. Students are expected to demonstrate knowledge of seminal works and to cite relevant research studies and research findings.

In each of the two minor areas, the student will be expected to demonstrate substantive knowledge of the core literature in the area, and be able to integrate, synthesize, and analyze that literature at a high level of intellectual sophistication. Ability to design research studies in each area will be expected as well.

In the major area, the student is expected to demonstrate the core knowledge in the area required of any student designating the area as minor. In addition, the student is expected to demonstrate more in-depth knowledge and analysis related to a particular focus within the area.

4.6.3.4 Procedures

4.6.3.4.1 Minor area examinations.

In the late spring of each year, the DPC designates two faculty members to serve as Readers for each specialization area for the year. (The DPC also designates a third faculty member for each area, who acts as a tiebreaker for examination grading.) Readers are responsible for updating the respective Recommended Reading Lists and writing and grading minor qualifying exam questions (Readers may be assisted by their respective tiebreakers or by other members of the faculty). Readers submit draft questions to the DPC, which reviews them and gives final approval for all minor area exam questions.

Students are informed at the start of the academic year which faculty will serve in which areas, and may consult or take directed studies with them to prepare for the exams.

All three minor exams are offered in the same week; a student takes his/her respective minor exams in that week

The Student Services Office or staff they designate handles the exam. Students have eight hours to complete each exam, which is "closed-book." No materials other than dictionaries may be used in the exam. ***Students are on their honor to use no other help of any kind during the exam.*** Exams may be taken in a room where a computer is made available to each student.

Every effort will be made to provide exam results quickly; normally the students will be notified within two weeks. If a student fails one of the areas, only that area must be retaken in a later examination. If a second failure should occur in a given area, see section 4.10, "Disqualification and Appeal of Disqualification."

4.6.3.4.2 Major area examination

For the major area, the student identifies two DLIS faculty members with tenure-track appointments who will serve as the readers for the major area examination. In consultation with the readers, the student writes up an area description, which defines the student's research focus within the major area, along with a reading list of relevant literature. The student should use the area reading lists as a starting point, but is expected to delve further into the particular focus area. Students may develop their major area while taking directed individual study courses (LIS 597, Preparation for Written Qualifying Exams) with the readers or other faculty.

The major area description must be approved by the readers and the DPC. The student's advisor is commonly one of the readers in the major area; if not, the advisor's approval of the major area description is also required. It is the DPC's responsibility to 1) to determine whether the area description in fact fits within the designated area, and 2) to maintain standards and comparability in major area descriptions across students in the Program.

As the agreed-upon time of the major area examination approaches, the readers should prepare individual test questions for the student. These questions area to be submitted to the DPC for approval several weeks prior to the date of the exam, in the event revisions need to be made. Again, the DPC's role is to insure common standards and expectations across all students in the department.

The major area exam must be taken during the same quarter that the student takes the minor area exams. The student is responsible for making arrangements with the Student Affairs Officer and Readers for the date, time, and place of administration.

The major area exam will be a "take-home" exam, due back to the Office of Student Services within 48 hours (2 days) of being picked up. The arrangement of the exact times will be the responsibility of the student and the Student Affairs Officer. This is an "open-book" exam. ***Students will be required to sign a statement indicting that the answers they submit are solely their own work.***

Approval of both readers is required to pass the major area exam. Every effort will be made to provide exam results quickly; normally the student will be notified within two weeks. In the event of a split decision by the Readers, the DPC will appoint a tiebreaker to read and evaluate the examination in question. If a second failure should occur in the major area, see section 4.10, "Disqualification and Appeal of Disqualification."

4.7 STAGE TWO: ORAL QUALIFYING EXAMINATION (DEFENSE OF THE DISSERTATION PROPOSAL)

4.7.1 The Examination

The second formal requirement of the program is that the student prepare and defend an extensive dissertation proposal in an Oral Qualifying Examination. Students are encouraged to start work on their proposals while taking courses in preparation for the Written Qualifying Examinations. The proposal should be completed and accepted within one year after passing the Written Qualifying Examination.

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The proposal must contain (a) an introduction to the problem to be studied and its general context, (b) a review of the relevant literature, (c) a description of the methodology to be used, and (d) a time schedule of the work to be done for completion.

The proposal must be reviewed and formally accepted at an Oral Qualifying Examination by the "Doctoral Committee". The chair of the Doctoral Committee acts as the student's advisor, and chairs the Oral Qualifying Examination. This examination is open only to the Doctoral Committee and the Student. All members of the Committee must be present.

During the Oral Qualifying Examination the committee is expected to require the candidate to evaluate the significance of the chosen topic of research, to justify the methodology to be used, to demonstrate the feasibility of completing the research and to provide criteria for evaluating whether the research has been completed. Furthermore, the committee is expected to test the candidate's knowledge in the specific field chosen for the dissertation research by detailed questions concerning the literature and problem areas within the field.

Each member reports the examination as "passed" or "not passed". A student may not be advanced to candidacy if more than one member votes "not passed". Upon majority vote, the Oral Qualifying Examination may be repeated once.

4.7.2 Advancement to Candidacy

After the Oral Qualifying Examination, the Student Affairs Officer sends the "Report on the Qualifying Examinations for the ___ Degree" to the Graduate Division which in turn records the results. The Registrar then prepares the Advancement to Candidacy form, and sends it to the student. The student must complete the form, return it to the Graduate Division, and pay the fee in order to be formally advanced. At this point the student submits an approved copy of the dissertation proposal and an ALISE Dissertation in Progress form to the Student Affairs Officer.

4.8 STAGE THREE: DISSERTATION AND ORAL DEFENSE

4.8.1 Dissertation Research

The third formal requirement of the program is that the student research, write and defend a dissertation. The candidate should work closely with his or her faculty advisor (Chair of the Doctoral Committee) in doing the dissertation research and writing and should consult, as necessary, with members of the Doctoral Committee and other faculty members.

The dissertation must be reviewed and formally accepted by the candidate's Doctoral Committee in order for the student to earn the PhD.

4.8.2 Final Oral Examination (Oral Defense)

A final oral examination is required of all LIS candidates at which the Doctoral Committee and other faculty and students require the candidate to defend the dissertation and may test the candidate's knowledge of the field. All Committee members must be present.

The Final Oral Examination is scheduled by the student with the Doctoral Committee allowing sufficient lead time since faculty schedules may be difficult to coordinate. The student is responsible for scheduling a room for the oral defense with the Secretary to the Chair. He or she prepares reading copies of the dissertation, abstract, and notification of the exam date, time, and place for distribution by the Student Affairs Officer at least 2 (two) weeks prior to the date of the exam. The Student Affairs Officer distributes notification of exam and reading copies to the Doctoral Committee, retaining one copy of the dissertation for loan. The Student Affairs Officer distributes notification of the exam and dissertation abstract to all LIS faculty and currently enrolled PhD students. The student must bring the "Result of the Final Oral Examination" form to the exam.

The reading copies need not be "perfect copy" as required for final submission to the Graduate Division. They must, however, be completed in all substantive ways, including chapters, etc. They need not meet the stylistic standards established for a "perfect copy". (Margins may be incorrect, photocopies are acceptable, etc.) A "perfect copy" must, of course, be prepared and submitted after the Final Oral Examination.

The Final Oral Examination is open to all interested faculty members and students, who are encouraged to attend. The Chair of the Doctoral Committee, in consultation with the doctoral candidate and other members of the Committee, will establish the protocol for each defense. This protocol will be announced at the beginning of the defense. Protocols include--but are not limited to--such procedures as whether or not observers will be allowed to ask questions and, if questions are permitted, when they may be asked, etc. The observers may participate in the examination, as directed by the Chair of the Committee, but do not have a vote.

The Doctoral Committee must decide whether the dissertation (with modifications as needed) is accepted or is not accepted. It selects from its membership, by unanimous agreement, the certifying members who will read, approve, and certify the dissertation. A minimum of three members must be certifying members, two of whom are from LIS and one from an "outside" department. The Chair of the committee must serve as a certifying member. If a committee has Co-chairs, both must serve as certifying members. At least two "inside" and one "outside" certifying members must hold professorial appointments at the University of California.

The certifying members (whether the entire committee or a sub-committee selected by the entire committee) read, approve, and certify the dissertation. There may be one negative vote if all members of the Committee are certifying; none if fewer than the entire membership are certifying. A negative decision is indicated by refusal to sign the dissertation approval page and by a letter from the Chair of the Doctoral Committee to the Dean of the Graduate Division.

4.8.3 Dissertation and Abstract

Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, Regulations for Thesis and Dissertation Preparation, available from the Thesis and Dissertation Adviser, PLB 390, or from the Student and Academic Affairs Section of the Graduate Division. Students are responsible for following these instructions and for filing their dissertations by the date specified.

4.9 YEARLY FORMAL EVALUATIONS

At all stages of the program, the student's progress is evaluated and communicated to the student. The Doctoral Program Committee conducts a review each year in the spring until the student is advanced to candidacy. Faculty advisors submit student evaluations, and students submit self-statements, to the DPC at the end of Winter Quarter for reviews near the beginning of Spring Quarter. Both the students and their advisors attend the annual reviews.

Evaluation materials should address:

Academic Progress. Discussion of formal academic progress made, including courses taken and examinations passed for the period under consideration
Inventory of Papers on File. List of titles/dates of all papers on file for the period under consideration.
Publications. Citations to papers published or accepted for publication for the period under consideration.
Research. Work in progress; work on faculty projects (e.g., RAships)
Awards. List of awards, fellowships, grants, etc. received in the period under consideration.
Professional Service. List of all activities during the period under consideration; activities may include teaching (e.g., TAships), professional association/work-related committee assignments, papers/lectures delivered.
Plan for the Coming Academic Year. For each quarter, identify expected academic progress, courses to be taken, and other relevant items for Committee consideration.

4.9.1 Role of the Doctoral Program Committee

The DPC sets the dates for the Annual Review's early in the academic year and notifies students and faculty to set specific review times. After the reviews the DPC Convener sends a memo recapping the review recommendations and findings to the student, with copies to the Advisor and the Student Affairs Officer.

4.10 DISQUALIFICATION AND APPEAL OF DISQUALIFICATION

4.10.1 Procedures within LIS Regarding PhD Students

A student is subject to a recommendation for Disqualification for the following reasons:

1. Failure to maintain substantial progress toward completion of the degree. Normal progress will complete the degree in three to five years; the defined maximum time is 18 quarters. Any student not completing in 18 quarters is subject to a recommendation for disqualification.

2. Failure to achieve a 3.0 GPA for two consecutive quarters, or if the cumulative GPA falls below a 3.0 average.

3. Failure on the written or oral qualifying examinations after two successive tests.

The decision as to whether to recommend to the Graduate Division that a student be disqualified will be made by the Executive Committee of the faculty, based on the advice of the student's Faculty Advisor and the DPC Chair. The Chair will notify the student, in writing, of the decision, together with the reasons for it. The student may appeal by submitting, within 30 days of notification, a petition to the faculty that identifies reasons for reconsidering the decision. If so, a review committee will be set up consisting of the Faculty Advisor, the Department Chair or his/her designated replacement, and a third faculty person nominated by the student. Based on the advice of that review committee, the Executive Committee of the faculty will then reconsider its decision within 45 days of receipt for the student's petition. The Chair will then notify, in writing, the student and the Graduate Division of the final decision of the School, and, if disqualification is recommended, the effective date of it.

4.11 PHD CHECKLIST AND TIMETABLE

Note: Unless otherwise noted, all forms may be obtained from the Student Affairs Officer and are indicated below in uppercase. Dates in parentheses are suggested timelines.

REQUIREMENTS	DEADLINES/COMMENTS
Admission	
1. Submit application including:	December 15 prior to fall admission
____ GRE scores	
____ Transcripts (Bachelor's & advanced)	
____ Proof of statistics and programming courses	
____ Statement of purpose	
____ 3 recommendation letters (a) ___ (b) ___ (c) ___	
____ Writing samples	
____ TOEFL/TWE if required	

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2. Submit application for financial aid ___ — First week of January prior to fall admission

3. Admissions interview (optional)
Date:_____

REQUIREMENTS	DEADLINES/COMMENTS

4. Identification of deficiencies or satisfied requirements _____

5. Notification of acceptance/rejection
Date: _____

6. Return "Intent to Enroll" form
Date: _____

Stage 1: Coursework and Written Quals

1. Satisfy course requirements by:

- Completing required courses with grade of "B" or better

- Transferring in course credit from previous MLS-equivalent degree program (advisor's approval required)

All required coursework must be completed by 9th quarter; parts a, b, and c, must be completed before the written qualifying examinations; core courses (except 290/205) may be waived for students entering with an MLS equivalent.

a. 6 core courses
___ 200 Info in Society
___ 201 Info Structures
___ 203 Design Lib/Info Services
___ 220 Info Access
___ 441 Mgmt for Info Professionals
___ 290 Research Methods
OR
205 Historical Methods

May be satisfied by previous MLS degree coursework (advisor's approval required).

b. 3 Methods courses
_____
_____
_____

c. 3-6 Specialization courses
___ 242 Info Storage & Retrieval
___ 280 Info Seeking Behavior
___ 200/246 Policies & Issues
___ Other
___ Other
___ Other

Courses for (c.) should be chosen that concurrently satisfy:
- the PhD specialization requirement (1 course in each of the three curricular areas)
- the MLIS specialization requirement (approximately 5 courses that apply to one MLIS specialization area; see Handbook)
- prerequisites for the doctoral seminars.

d. Doctoral seminars
___ 273 Storage & Retrieval Systems
___ 274 Policies & Issues
___ 275 Info Seeking & Use

Courses for (c.) may be satisfied by previous MLS degree coursework (advisor's approval required).

e. 3 Advanced doctoral courses:
(a) _____
(b) _____
(c) _____

REQUIREMENTS	DEADLINES/COMMENTS
f. Additional electives (a) _____ (b) _____ (c) _____	
2. Annual Reviews Year 1: _____ Year 2: _____ Year 3: _____	Spring quarter each year until student advances to candidacy (defends dissertation proposal)
3. Begin exploring dissertation topics and possible committee members with advisor ___	End of 6th quarter
4. Prepare for written qualifying examinations ___ a. Obtain and review reading lists for all 3 exam areas ___ b. Choose major focus area and select 2 exam readers in consultation with advisor ___ c. Prepare bibliography and description of major focus are in consultation with advisor and major area readers ___ d. Submit "Request to take Written Qualifying Examination" form to advisor, to be conveyed to the Office of Student Services ___ e. Schedule major focus area exam (in same quarter as minor examinations, January or May)	
___ f. Obtain approval for major focus area bibliography and description form: ___ Readers ___ Ph.D. Program Committee	3 Ph.D. Program Committee meetings ahead of examination date
___ g. Advisor and major readers prepare major area exam questions and submit to Ph.D. Program Committee	2 Ph.D. Program Committee meetings ahead examination date
___ h. Take major and minor written qualifying exams	6th quarter; no later than 9th quarter
___ i. Receive exam results	2 weeks after exams are administered
___ j. Retake exam sections as needed	

REQUIREMENTS	DEADLINES/COMMENTS
Stage II: Dissertation Proposal/Defense	
1. Identify dissertation topic in consultation with advisor	
2. Select dissertation committee members and file committee approval form with Graduate Division (through Office of Student Services) Chair: _____ Inside member: _____ Inside member: _____ Outside member: _____ Affiliation: _____ Additional members: _____	
3. Prepare proposal in consultation with committee _____	
4. Schedule and conduct proposal defense ("Oral Qualifying Examination") Date: _____	One year (3 quarters) after written qualifying exams; no later than 12th quarter
5. Complete "Report on the Qualifying Examination for the ___ Degree" at defense	
6. Committee chair reports defense results to Graduate Division and Office of Student Services Date: _____	End of 12th quarter
7. File "Advancement to Candidacy" form with Graduate Division (through Office of Student Services) Date: _____	
8. Student submits copy of approved proposal and ALISE Dissertation-in-Progress Form to Office of Student Services Date: _____	

REQUIREMENTS	DEADLINES/COMMENTS
Stage III: Dissertation	
1. Conduct research and write dissertation in consultation with committee _____	
2. Schedule dissertation with Office of Student Services (provide reading copies and abstract) Date: _____	No later than 18th quarter
3. Conduct defense _____	
4. Revise dissertation as directed by chair and committee	
5. File final copy of dissertation with University for review and final revision Date: _____	Date varies by quarter - check date for quarter when graduation is expected
6. Graduation/commencement Date: _____	

SECTION 5. THE CALIFORNIA LIBRARY MEDIA TEACHER CREDENTIAL

5.1 GENERAL DESCRIPTION

Students who hold a valid California Teaching Credential and who fulfill the course work and internship requirements can earn the California Library Media Teacher Credential as part of their degree or certificate programs. (Students who do not hold a California teaching credential, but who intend to work in a private school library should consider the requirements below when planning their specialization.) The California Commission on Teacher Credentialing issues the credential to students who have completed programs from approved institutions. At UCLA, the Department of Library and Information Science forwards names of students who have completed requirements for the library credential to the Department of Education, which, in turn, nominates students to the Commission. The California Library Media Teacher Credential may not be pursued as an independent program, separate from the MLS, Post-MLS, or Ph.D. programs.

5.2 ENROLLMENT

Students who decide to enroll (for MLS students, usually during the Winter Quarter of the first year), should provide to the credential coordinator (Professor Virginia Walter 93/94):

- a statement of intent to pursue the Library Media Teacher Credential.
- a copy of a valid California teaching credential.
- evidence of aptitude for classroom teaching (e.g., letters of recommendation, phone calls).
- verification of passage of CBEST (California Basic Education Skills Test)

5.3 PROGRAM REQUIREMENTS

The California Commission on Teacher Credentialing has identified competencies essential for practice in school library-media centers. Core courses and some electives, together with LIS 464, School Libraries, satisfy the competencies. Students will need to consult with the credential coordinator to determine mechanisms for meeting the competencies. In years when LIS 464 is not offered, students may satisfy some competencies by:

- enrolling in 596, Directed Individual Study or Research
- injecting a school focus in core and other relevant courses; students should consult with instructors at the beginning of each course to see if this is possible
- planning internship projects that specifically address competencies

Internship (4 quarter units) and a community resources assessment are also required. The credential coordinator is responsible for reviewing required course work to ensure that competencies and other requirements are met. See the information circular for complete details regarding the competencies.

NOTE: Competency in children's literature is not required by the Commission; however, the department strongly recommends enrollment in LIS 446, Libraries and Literature for Youth and LIS 253, Contemporary Children's Literature.

APPENDIX A. POLICY AND PROCEDURE NO. 127: GRADING

Taken from the DLIS Administrative Manual:

BASIC POLICY

By regulations of the Academic Senate of the University, grading is the responsibility of the faculty member responsible for a course. Except as will be discussed in a moment, no one else may assign a grade for a course or modify the grade that has been assigned by the responsible faculty member. Beyond that, even the faculty member may not modify a grade, once it has been assigned, except for either a clerical error or a procedural error. A clerical error might be simply a misrecording on the grade sheet; it might be an accidental miscalculation. A procedural error might be an inadvertent failure on the part of the faculty member to consider some specific work by the student.

The major exception to that fundamental principle is the process of formal review by the Academic Senate Committee on Privilege and Tenure, as a result of an appeal by a student, to assure that the faculty member in assigning a grade applied appropriate academic criteria.

There may be operational situations, such as the death of the faculty member that would necessitate substitution with evaluation by an appropriate alternative responsible person- another faculty member in the same field, as a last resort, the Chair.

THE BASES FOR DETERMINATION OF GRADE

As is evident from the fundamental policy, it is the responsibility of the individual faculty member to evaluate the performance of the student on the basis of appropriate academic criteria and, given that evaluation, assign a grade. It is therefore incumbent on the faculty member to establish such criteria. However, even while formal criteria may have been identified, it must be recognized and accepted that evaluation of such academic criteria is essentially qualitative and even largely subjective. Even when there may be quantitative, objective elements, they fit within a qualitative context.

Obviously, some of the criteria will be substantive to the subject matter of the particular course. Others may relate to more general academic issues. As an example, "literacy" is regarded by the School as an appropriate criterion for academic evaluation. As another example, physical quality, format, and readability of work submitted may be other appropriate criteria.

Some criteria may appropriately be procedural. For example, work may be evaluated for the extent to which time requirements are met or not met. Another may be an assessment of whether the student attended classes and of the degree of participation in the discussion (rather than merely taking tests and submitting papers). It seems especially important that such procedural requirements be identified even though they may seem virtually self-evident.

A special complication in grading arises when either competition or cooperation among students is involved. In principle, a student should be evaluated as an individual in absolute terms with respect to the academic criteria. Frequently, though, grades are assigned "on the curve" or on the basis of comparisons in performance among students. At the other extreme are cases in which grades are based, at least in part, on "joint projects". Such competitive or cooperative grading needs to be very carefully considered and certainly made clear to the students.

COMMUNICATION OF CRITERIA FOR GRADING

It seems appropriate, if not necessary, that those criteria and the means by which they will be applied be made known to the students, as unequivocally and formally as possible. While they may all seem self-evident to the faculty member, they may not be so evident to the student. The best way to do so would appear to be in written form, even though verbal communication may seem to be sufficient. A written statement of grading criteria facilitates clear and direct communication; it provides a basis for questions to clarify meaning and importance of each criterion; it provides a basis for reconciling differences in view concerning the procedures followed in grading. Any changes in criteria for grading made during the progress of the course should be communicated as fully and carefully as the initial statement of them.

In addition to being told about the formal criteria, it is essential that the student also be informed about all procedural aspects, such as the dates at which material will be due and the instructor's policy regarding failure to meet those dates.

Beyond these aspects of communication concerning grading for individual courses, it is vital that the School communicates the more general issues that are reviewed in this Policy and Procedure. Specifically, students need to know, from the earliest possible time, of the critical importance the School gives to written work, including literacy, organization, format, and physical quality. They need to know the importance the School places on classroom participation and discussion. They need to know that as a general principle timeliness is critical. Each of these is regarded as an essential element in professional performance and evaluation.

To assure this general communication, this statement will be included in the School's Administrative Manual, appropriate excerpts from it will be part of the Student Handbook, and periodic reminders will be included in the Bulletin.

CRITERIA FOR SPECIFIC GRADES

Grades are assigned as either a letter grade: A, B, C, or F, or a SATISFACTORY/UNSATISFACTORY (S/U) grade, for graduate students, or a PASS/FAIL, for undergraduates. There are some qualitative comments that can be made about the basis for assignment of letter grades, reflecting the University statement on grading:

A demonstrated capability for a high level of professional achievement in a field of study

B satisfactorily demonstrated potentiality for professional achievement in a field of study

C passed the course but did not do work indicative of potentiality for professional achievement in the field of study

F failed to pass the course

Currently, University policy permits the assignment of a "+" or "-" to each of those grades, as means for reflecting more refined evaluations. However, there are no general qualitative guidelines for making such evaluations.

A grade of SATISFACTORY reflects the equivalent of an A or B letter grade; that of UNSATISFACTORY reflects the equivalent of a letter grade less than B. A grade of PASS reflects the equivalent of an A, B, or C letter grade; that of FAIL, the equivalent of a letter grade less than C.

An assignment of some complication is that of INCOMPLETE. By University regulation, assignment of an INCOMPLETE may be made only under the following conditions:

The student's work has been of passing quality.

The student's work is incomplete for good cause.

There must be a specification by the faculty member of the work to be completed and the time period in which it is to be so. Normally, that is expected to be within the succeeding quarter, since otherwise the faculty member must formally authorize extension beyond that time. It is important to note that assigning an INCOMPLETE should be considered only at the student's request, not simply because the faculty member decides that it is appropriate; if the student does not so request, the grade should be assigned at the level appropriate to the established criteria.

There is a University policy that should be considered by both students and faculty in making decisions concerning assignment of an INCOMPLETE. Graduate students may drop a class at any time up to the last day of class, providing no final examination has been given. Therefore students who have not completed a major portion of the course requirements should consider **drop** rather than an **incomplete**.

APPEALS PROCESSES

There are several means of appeal available to a student, both formal and informal, but it is important to view them in the context of the basic policy. In general, they serve merely as a means for ensuring communication between the faculty member and the appealing student has been complete and effective. Informally, there are four primary means for appeal if the student has concerns about whether the grade was correctly assigned:

First, the student certainly should discuss the grade with the faculty member responsible for the course. The result should be a clarification of the basis for grading and an identification of possible misunderstandings on the part of the student concerning them. It might be the identification of an evident clerical or procedural error significant enough to warrant appropriate change of grade. Alternatively, it might be a confirmation of the grade as properly reflecting the faculty member's assessment of the student's work.

Second, the student and/or the faculty member may appeal to the Chair to assist in the communication. The result cannot be a change of grade by the Chair, but it may be the mutual identification of a clerical or procedural error that would justify reconsideration of the grading by the faculty member.

Third, the student and/or the faculty member may appeal to the School's Committee on Student Interests and Welfare. Again the purpose is to assure effective communication between student and faculty member.

Fourth, the student and/or the faculty member may appeal to the campus ombudsman, again with the sole purpose of assuring effective communication.

Formally, the student and/or the faculty member may appeal to the Academic Senate Committee on Privilege and Tenure. The basis for the appeal can be only a question of whether the faculty member used criteria other than academic and cannot be a request for reassessment of the academic judgment of the faculty member. The result might be either a finding that appropriate academic criteria were used, with confirmation of the grade assigned, or a finding that the faculty member used criteria other than academic. In the latter case the finding would be communicated to the Division chairman who shall, within two weeks, guided by the Committee on Committees, establish an *ad hoc* committee to determine whether the grade should be changed.

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APPENDIX B. GRADUATE METHODS COURSES OFFERED BY OTHER UCLA DEPARTMENTS (Revised 2/98)

ANTHROPOLOGY

282. Research Design in Cultural Anthropology
283. Formal Methods of Data Analysis in Anthropology
M284. Qualitative Research Methodology
286P. Selected Topics in Computer Simulation and Modeling

ECONOMICS

200. Mathematical Methods in Economics
201C. Basic Concepts and Techniques of Noncooperative Game Theory and Information Economics
203A. Probability and Statistics for Econometrics
203B. Introduction to Econometrics: Single Equation Models
203C. Introduction to Econometrics: Systems Models
205. Economic Modeling
231A. Econometrics: Single Equation Models
231B. System Models
232B. Topics in Econometrics: Time Series

EDUCATION

206C. Introduction to Conceptual Analysis
210A. Introduction to Research Design and Statistics
210B. Statistical Inference
210C. Analysis of Variance
210D. Multivariate Analysis
210E. Factor Analysis
218A. Multiple Regression Analysis
218B. Advanced Quantitative Models in Nonexperimental Research: Multilevel Analysis
218C. Structural Equation Modeling
218D. Analysis of Categorical and Other Non-normal Data
219. Laboratory: Advanced Topics in Research Methodology
221. Computer Analyses of Empirical Data in Education
M222A. Laboratory for Naturalistic Observation: Developing Skills and Techniques (same as Anth M236Q, Psychiatry M235 and Psychology M295)
222B. Design Issues in Naturalistic Research
222C. Qualitative Data Reduction and Analysis
228. Observational Methods and Longitudinal Studies
242. Economic Analysis for Educational Policy and Planning
246A. Seminar Mathematical Modeling in Educational Policy Analysis.
246B. Seminar: Operations Research -- Systems Analysis in Education

HISTORY

200O. Advanced Historiography: Science/Technology
200Q. Advanced Historiography: Theory of History
200U. Advanced Historiography: Psychohistory
200X: Advanced Historiography: Oral History
200Y: Advanced Historiography: Application of Economics to History
219A. Paleography I: History of the Manuscript Book (through Carolingian)
219B. Paleography II: History of the Manuscript Book (Carolingian through printing)

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MANAGEMENT

201A. Business Forecasting
201B. Econometrics and Business Forecasting
203A. Economics of Decision
203B. Economics of Information
210B. Applied Stochastic Processes
213A. Intermediate Probability and Statistics
213B. Statistical Methods in Management
213C. Introduction to Multivariate Analysis
214B. Behavioral Science Models
215D. Time-Series Analysis
216A. Simulation of Operational Systems
217A. Decision Analysis
217B. Game Theory
264C. Seminar: Multidimensional Scaling
402. Data Analysis, Statistics, and Decision Making
407. Managerial Model Building

MATHEMATICS

275A-B. Probability Theory
275C. Stochastic Processes
275D. Stochastic Calculus
276A-B. Statistical Theory
276C. Statistical Decision Theory
277. Data Analysis
278A. Multivariate Analysis
278B. Nonparametric and Robust Statistics
M279A-B. Linear Statistical Models (same as Biostatistics M250A-B)

POLITICAL SCIENCE

200A. Statistical Methods I (200AL. Lab, corequisite)
200B. Statistical Methods II
200C. Statistical Methods III
M200E. Advanced Regression Analysis
M208D. Multivariate Analysis with Latent Variables

PSYCHOLOGY

223. Seminar: Social Survey Research
250A-B. Advanced Psychological Statistics
252A. Multivariate Analysis
252B. Discrete Multivariate Analysis
253. Factor Analysis
254A. Psychological Scaling
254B. Cluster Analysis
M256. Advanced Regressional Analysis (same as Poli Sci M200B)
M257. Multivariate Analysis with Latent Variables (same as Poli Sci M208D)
259. Quantitative Methods in Cognitive Psychology
M295. Laboratory for Naturalistic Observations: Developing Skills and Techniques (same as Ant M236Q, Ed M222A, Psychiatry M235)

SOCIOLOGY

203A. Social Survey Practicum
203B. Social Survey Research Seminar
209C. Mathematics for Social Statistics
210A-B. Intermediate Statistical Methods I-II
211A-B. Comparative and Historical Methods
213A-B. Techniques of Demographic and Ecological Analysis
215A-B. Experimental Sociology
216A-B. Survey Research Methods
217A. Analyzing Ethnographies
218A-B. Ethnomethodological Methods
219A-B. Advanced Statistical Methods
222. Foundations of Ethnomethodological, Phenomenological and Analytic Sociologies
223. Phenomenological and Interactionist Perspectives on Selected Topics
239A-B. Quantitative Research on Social Stratification and Social Mobility
242. Analysis of Categorical Data
C244A-B. Conversational Structures I-II
286. Event History Analysis

URBAN PLANNING

206A. Urban Data Analysis: Demographic Applications
206B. Urban Data Analysis: Planning Models
M215. Spatial Statistics (same as Geog M272)
218. Graphics and Urban Information
220A. Quantitative Analysis in Urban Planning I
220B. Quantitative Analysis in Urban Planning II
221. Evaluation Methods
254. Survey Methods in Planning
256. Social Impact Analysis
278. Qualitative Research Methods for Planners and Designers

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